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Columbia Missouri

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OCTOBER, 1923

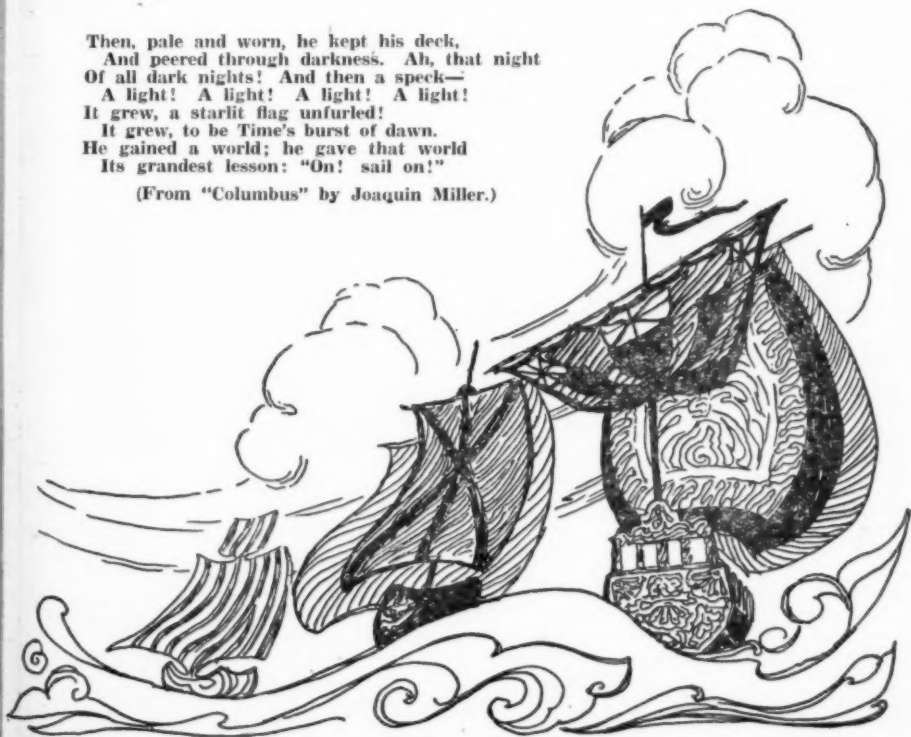
No. 8

COLUMBUS

THEY sailed. They sailed. Then spoke the mate:
"This mad sea shows his teeth to-night.
He curls his lip, he lies in wait,
With lifted teeth, as if to bite!
Brave Adm'r'l, say but one good word:
What shall we do when hope is gone?"
The words leapt like a leaping sword:
"Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,
And peered through darkness. Ah, that night
Of all dark nights! And then a speck—
A light! A light! A light! A light!
It grew, a starlit flag unfurled!
It grew, to be Time's burst of dawn.
He gained a world; he gave that world
Its grandest lesson: "On! sail on!"

(From "Columbus" by Joaquin Miller.)



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus Mgr.

VOL. IX

OCTOBER, 1923

NO. 8

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General Officers and Committees, Missouri State Teachers' Association, 1923

Next meeting, St. Louis, December 5-8, 1923.

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The School and Community

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EDITORIAL

THAT the people of the State welcome the movement initiated by State Superintendent Chas. A. Lee is evidenced by comments from every source. The demand for such action was first voiced in the Senate of the last General Assembly when action was taken to invite the Carnegie Foundation to make a study of educational conditions in the state and report its findings to the next General Assembly. As it appears that this suggestion cannot be

THE PROPOSED SURVEY

carried out, Mr. Lee is wisely taking steps to have an investigation made by Missourians. This survey, as Mr. Lee pointed out in his calling of the conference, a detailed report of the action of which is to be found on another page of this issue, is not to make odious comparisons, with other states, but rather to see how Missouri measures up to her own ideals. It is not to repudiate former surveys, but to see what the actual conditions are. When we submit to a physical examination of our bodies we are not so much interested to know how our physical condition compares with that of our neighbors as we are to determine whether there be disorders, defects, and improper functionings within our own physical organization, and, knowing our condition to take steps accordingly.

If unsatisfactory conditions are found there will be those who will immediately deny them, like the old maid who seeing her faded face in the mirror turned away with the remark, "It ain't so." But with the personnel of the committee composed of men and women representing all the forward looking organizations of the state which are especially interested in building up the schools these denials of the facts found will be confined largely to the "he Polly Annas" who think that vociferous optimism is the only thing necessary to set the world right.

Former surveys have done much good for the education of Missouri's youth. There has been an educational awakening in Missouri due to the interest that these surveys

have aroused. Constructive legislation and progressive executive action have moved us forward obviously. The Co-operative survey we believe will enable us to take a more accurate measure of our status and to build our educational system broader, more economically, more permanently and more in keeping with the needs of "all the children of all the people."

If you would bring a child up in the way he should go, you must occasionally go that way yourself.—Bill Nye.

EQUALITY of educational opportunity. Equality of educational support. These are two theses that can be defended before any people and at any time in a democracy. They are slogans that should never be silenced until their attainment is, at least, approximated. There are few, very few, who have the inward honesty to oppose these principles openly, even among those who may secretly wish that the doors of every school house could be "nailed up." But there are many, far too many, Pilates who

THE COUNTY UNIT

knowing the truth, yet fear the multitude and are willing passively to submit to the crucifixion of a generation rather than to be allied with an unpopular cause. No one who supported the county unit need be ashamed of the defeat that it received at the polls last November. It was an honorable fight waged against organized opposition to the public schools and the inertia of the public mind. The latter was by far our greatest obstacle. It was practically the only one of the nineteen propositions voted on at that election that had organized opposition and yet it received the largest affirmative vote of any of the proposals save one, the second, which was simply bringing the state constitution into harmony with the national constitution regarding women's suffrage. Forty-four per cent of those who voted on the county unit bill voted favorably. Those who voted for it, generally speaking, did so because they had really thought about it and were convinced of its

potential possibilities for school improvement. Those who voted against it did so because they had not thought about it. Nineteen propositions, many of them long and involved, are too much for the people to digest and form conclusions upon. To vote "No" on all is the policy generally pursued. The friends of Equality in Education have every reason to be proud of the showing they made for the county unit and every reason to continue the fight to a successful conclusion.

The world moves so fast that you have to run hard to stay where you are.

IN his projected survey of Missouri public schools, State Superintendent Charles A.

Lee will attempt to carry out what seems to be an admirable idea, one of promise at any time but especially opportune and valuable just now.

The tests by which Missouri has been assigned a low educational rank among the

SCHOOL FACT-FINDING ACTIVITIES

forty-eight states have in the main been arbitrary tests. Under them Mr. Garfield's log, with a student at one end and Mark Hopkins at the other, would have fared poorly, and still the former President insisted that the combination of log and man would have afforded an exceptional opportunity for the student youth. Those former surveys have served an excellent purpose in stimulating educational endeavor, but were based largely on census and other official statistics. Superintendent Lee's survey proposes to take observations on the ground of the actual workings of each Missouri school. It ought to determine decisively the point as to whether the relative standing of this state is not something higher than thirty-four or thirty-two, as compared with other states. Furthermore, much attention has been given the needs of the schools in the past half decade. Revenues have been increased, higher salaries provided for teachers, a material improvement has undoubtedly been recorded. A survey in the immediate future will show the current status of the schools, the late progress achieved, the needs now remaining unfilled and indicating the line of effort in the future.

The manner in which the survey is to be made is at least interesting and may also add to the promise of instructive results. It

is to be conducted by our own Missouri educational authorities, but it is not to be assumed that, because of that reason, shortcomings will necessarily be ignored and too partial a view taken of such merits as are discovered. The details of the survey will be placed in the hands of the faculties of Missouri University and the five state teachers' colleges assisted by a personnel from the State Teachers' Association and the State Department of Education. It will, accordingly, be called a "Co-Operative School Survey."

Personal sensibilities are bound to be affected in any frank, thoroughgoing inquiry of the sort. Will the co-operative survey, because of this circumstance, be likely to deal more lightly with inefficiencies than a survey conducted by wholly disinterested authorities? Undoubtedly there will be embarrassments, but with tact results need not be jeopardized. Those who participate in the work should remember that theirs is a fact-finding body. They have it in their power to do a service of the utmost value to Missouri education, but the only way in which to do that service is by bringing out the facts without favoritism or bias of any sort. A survey designed only to give the school system a certificate of excellence, and conducted only with that idea in view, would be worthless.

Our schools have been the subject of a great amount of discussion, some of it of contradictory nature. We shall all be interested in knowing what the facts are.

—Globe Democrat.

There are 20,000 reasons why we should be 100 per cent in the M. S. T. A.

—Earl Duncan, Supt. Gentry County

ONE who is interested in her profession as well as in her "job"; who helps to raise and maintain the standards and to improve the conditions of school service. Standards of preparation and pay, and systems of support and control of schools don't just happen to exist. School laws affecting

WHAT IS A PROFESSIONAL TEACHER?

almost every phase of teaching work don't come like the sunshine and the rain. The overhead that makes teaching a profession is the product of earnest and persistent effort. Group benefits demand group service. Every teacher receives benefits from others' service to the

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profession and should contribute to others' benefit. Not each for each but each for all and all for each is the professional spirit—Washington Educational Association.

Membership in the M. S. T. A. offers a splendid opportunity for professional growth.

—Frances Wier, Supt. Clinton County

DOCTOR Thomas E. Finegan is one of a host of educators who believe that professional integrity, and manly courage are qualities that should not be sacrificed on the altar of political opportunism. The educational world has been shocked at the treatment he received at the hands of Governor Pinchot of Pennsylvania. Doctor Finegan was asked by the Governor to accept temporary appointment as State Superintendent of Schools under conditions that were unprofessional, if not illegal, and this after

SUCCESS TO YOU, DOCTOR FINEGAN

he had demonstrated his ability as an educational leader in a way that challenged the admiration not only of those who were intimately associated with him, and the people of the state which he served, but of the whole nation. He put over the educational program in Pennsylvania that has made that school system the model for many states that are seeking to equalize educational opportunity and educational support. Of course there was some unfavorable reaction against a program that made readjustments necessary, and this, perhaps is the secret of the Governor's action. Even such a man as Gifford Pinchot was believed to be often proves unequal to the pressure of the boss politician, and like many other politicians may not be above making the schools serve his own political ends. But a good man cannot be kept down. The world needs men of Dr. Finegan's caliber too much to allow him to be without a work to do. He has been offered many flattering positions within the past few weeks, and now it looks like he may accept the vice-presidency of the National Transportation Institute at a salary of \$18,000 a year.

School people will be doubly pleased with this recognition of Dr. Finegan's worth; first, because of the unfair, unprofessional manner in which he was relieved of his work as Superintendent of Schools, and second because we are glad to know that the business world recognizes that one of our number

who has seen fit to cast his lot with the educational interests for so long a time still has those qualities of mind and that energy of body that make him a valuable asset to a large commercial organization. That Dr. Finegan will succeed in his new work none who know him doubt. But that he will find quickly an acceptable sphere in which he may continue his manly, unselfish work for the upbuilding of education in the United States is the hope of those who are most interested in this great work.

The best service, the highest ideals and the doing of something for our profession can best be attained by 100 per cent enrollment in our Association.

—R. B. Wilson, Supt. Jefferson County

ONE particular division of the organization of teachers has been a disappointment to many of the people who, when the reorganization was affected, believed that this division would prove to be one of the most vital and active. The Community Teachers' Associations have too often been merely perfunctory organizations. They have lacked leadership. They have needed a program. In rural districts long distances, bad roads, lack of means of transportation have prevented frequent meetings. But past failures on the part of some sections of the state need not mean continued failure. There are many examples of active Community Associations to encourage us and

COMMUNITY ASSOCIATIONS WITH A PURPOSE

to demonstrate that this division of the teachers' organization can be made to function. We know of several counties where life is very much in evidence this year in contrast with the conditions of previous years. County Superintendent J. R. Deckard of Webster county has not only organized his teachers into Community Associations, a program of work is also planned for each division. One of the first activities will be the putting on of a school fair in each of the five districts into which Webster county is divided.

One of the leading reasons for such organizations is that the teachers may have representation in the representative assembly of the Missouri State Teachers' Association. This deliberative body determines the policies of the association, elects its officers and passes upon their work. That it has in the past been composed of several hundred well

chosen delegates from every section of the State is sufficient to dispel any fears that we may have had of its failure, but even so, many counties have had no representation. This is the only defect so far as representation is concerned. The Assembly of Delegates ought to represent every teacher. It should be somebody's business to see to it that a meeting is held soon of all the teachers of the various counties and that in this meeting the problems and the policies of the teachers should be discussed. The delegates should come to the assembly knowing the sentiment of the teachers of their Community Associations, and prepared to represent them in reality.

MANY good things fail to do the good that they might do and should do because they are not given the proper publicity. A county superintendent is doing an unusual piece of work but a sense of modesty restrains him, and other county superintendents who might

TOOTING YOUR OWN HORN

use the same idea know nothing of it. A city or town has a building program, a live parent-teacher association, an unusual teacher or any one of a dozen things that are more or less different from the ordinary, but for fear of being accused of "Tooting their own

horns" the superintendent or teacher says nothing about it and the outside world is none the better off.

Much is said about co-operation and harmony. There is no harmony where there is no sound. A brass band becomes an organization for harmony only when the horns are tooted. If you are doing something worthwhile let the SCHOOL AND COMMUNITY tell it to the world. Read what Superintendent Briscoe has to say about publicity in your city or local papers. Add to the harmony by "tooting your own horn" for verily, otherwise it shall not be tooted.

AN OCTOBER THOUGHT.

HERE in the autumn's gold
Mid trees with their manifold colors,
Drinking God's holy light,
And breathing His spirit of beauty;
Seeing His hand at work
With tints and brushes and palette;
Feeling the thrill of His love
For the red, and the gold, and the purple;
Here with His very kind,
Each bearing His likeness and image,
Work I with prayerful soul
And joyful heart for His children—
Embryo gods are they,
The end and yet the beginning—
Locked in their souls is the past,
In their loins, the on-stretching future.

Six District Divisions of M. S. T. A Have Most Attractive Programs

THE District Associations of the M. S. T. A. have arranged for extraordinarily interesting and helpful programs during the months of October and November. These meetings will all be held before the State Convention of the Missouri State Teachers Association convenes at St. Louis on December 5-8. These district meetings are growing in their importance, the teachers are taking an ever increasing interest in them and the programs are reaching degrees of excellence that surpass the State Conventions of a few years ago. Membership in the State Association includes membership in the District Associations and each teacher should see that she has her membership card as long before the meeting of her district association is held as pos-

sible so that the officers may know just what their financial status is.

Maryville Convention, October 11-13.—E. R. Adams, President.

For several years the Northwest District Association has been giving strong programs to the members of the State Association who attend this convention. The plans this year are, at least, up to the high standard of previous years.

Among the leading speakers will be Hon. John J. Tigert, United States Commissioner of Education. Doctor Tigert is an orator of outstanding ability and as leader of the educational forces of America will prove an attraction of unusual power.

Doctor Howard R. Driggs formerly of the University of Utah an recently appointed to a professorship in the University of New

York, author of numerous books, and a profound student of education will bring a message worth more than the cost of attending the convention.

Other prominent and worthwhile speakers will be Professor J. W. Seanson of the University of Nebraska; Miss Eva B. Shuman of Fairbury, Nebraska; Governor Hyde and President Lamkin.

Springfield Convention, October 18-20.—Jno B. Boyd, President.

The officers of this Association have their program completely arranged. The general sessions are as follows:

GENERAL SESSIONS

Educational Council

Thursday, October 18—2:00 P. M.

Teachers' College Auditorium.

L. V. Galbraith—Monett, Chairman.

Miss Lillian Paxton—Pierce City, Secretary.

Music—Jugo-Slav Tamburica Orchestra.

Address—"Re-organization for the Administration of Public Education."—Dr. C. H. McClure, Head of History Dept. Warrensburg, Mo.

Discussion—Led by Supt. Benjamin A. Cartwright, Pineville, Mo.

Address—Mrs. Helen Bradford Paulson, Specialist in Child Psychology, Crown Point, Ind.

Election of officers.

Thursday October 18, 7:30 P. M.

Teachers' College Auditorium.

Musical concert—Jugo-Slav Tamburica Orchestra.

Invocation—Rev. E. C. Sechler, Pastor Central Christian Church, Springfield, Mo.

Address—Mrs. Helen Bradford Paulsen, Specialist in Child Psychology, Crown Point, Indiana.

Informal Reception—Faculty of Teachers' College.

Friday, October 19, 9:00 A. M.

Teachers' College Auditorium.

Music—Teachers' College Orchestra, Prof. Sydney F. Myers, Director.

Invocation—Rev. Cowden, Pastor Woodland Heights Presbyterian Church.

Address—Mrs. Wm. Ullman, State President of P. T. Ass'n.

Address—"Measuring the Educational Product."—Dr. C. A. Capps, Prof. of Administration, Missouri University, Columbia, Mo.

Music—Drury Conservatory of Music, Dean T. Stanley Skinner, Director.

Address—"Technique of Instruction."—Charles S. Pendleton, Prof. of English, Peabody College, Nashville, Tenn.

Friday, October 19, 8:00 P. M.

Teachers' College Auditorium.

Address—"Physical Education Program for Missouri."—Dr. Henry Stoddard Curtis, Director of Physical Education State Department, Jefferson City, Missouri.

Music—High School Orchestra. R. Ritchie Robertson, Director.

Address—"The New Meaning of Geography in American Education."—Dr. Wallace Atwood, President of Clark University, Worcester, Mass.

Saturday, October 20, 9:00 A. M.

Teachers' College Auditorium.

Music—Girls Glee Club State Teachers College.

Invocation—Dr. McCormack, Pastor Grace M. E. Church, Springfield.

Address—"The Educational Outlook."—Charles A. Lee—State Supt. of Schools, Jefferson City, Mo.

Address—Judge Edward E. Porterfield, Judge of Juvenile Court, Kansas City, Missouri.

In addition to the General Sessions very helpful programs have been arranged for the Department of Rural Schools of which County Superintendent Tom Mapes is Chairman. Superintendent E. H. Carender, Chairman of the High School Department has provided a very good program for his department. Dewey Smith, Chairman of the Department of Physical Training is announcing three addresses for the program of his section. The Department of Primary Teachers which is to be presided over by Miss Lilian Cherniss has arranged to present, in addition to other features of her program, several demonstration lessons. The Chairman of the Department of Intermediate Teachers has not completed the program for this section but will provide one.

The Southcentral Association's Convention at Richland, October 18-20.—Chas. A. Cole, President.

This Division of the M. S. T. A. was formed by the Assembly of Delegates at the State Convention last year. While it is a new division, this section of the State has been having independent programs at Rolla for several years. The enrollment is much

greater in this section than formerly and the officers will, no doubt, arrange a very helpful program for those members who live in the territory comprising this district.

Cape Girardeau Meeting, October 25-27.—O. J. Mathias, President.

One of the big features of the Convention of the Southeast Missouri Teachers Association will be the celebration of the Semi-centennial Anniversary of the College. Thursday will be given over to this event. All living former Governors, and State Superintendents of Schools are expected to be present and to take some part in the ceremonies. The general sessions will be addressed by ex-Governor Hadley, now Chancellor of Washington University, Dean Jewell of the University of Arkansas, Dean Sourie of the Cleveland Schools, Mrs. Merriam of Chicago, State Superintendent Lee and Miss Ella Victoria Dobbs.

Kirksville Meeting, November 1-3.—Chas. Banks, President.

The Northeast Division will hold its Convention somewhat later than is the custom and an exceptionally strong program is arranged, according to President Banks. Strongly featured in this program are the rural school and general school administration. Among the speakers will be Dr. Charles McMurry of Peabody College, Dr. A. E. Winship, Hon. J. J. Tigert, Dr. R. S. Lyman of the University of Chicago, Dr. Norman Frost of Peabody College and Superintendent J. J. Maddox of St. Louis. Another feature of the program will be the dedication of new college buildings.

Warrensburg Meeting, November 1-3.—E. B. Street, President.

The Convention of the West Central Division will be held in the New Auditorium and while the President of the Association has not given us any information regarding the program it is certain to be one of unusual importance and value.

A Report of the Joint Commission on the Presentation of Social Studies in the Schools

THE Commission composed of two members from each of the following organizations, American Historical Association, American Economic Association, American Political Science Association, American Sociological Society, National Council of Geography Teachers and the Association of Collegiate Schools of Business, has formulated an eight page report on "The Distinctive Contributions of History, Economics, Political Science, Sociology and Geography to a School Curriculum Organized around Social objectives.

The investigations and report are based on the theory that "the purpose of the curriculum is to enable our youth to realize what it means to live in society, to appreciate how people have lived and do live together, and to understand the conditions essential to living together well; to the end that our youth may develop such abilities, inclinations, and ideals as may qualify them to take an intelligent and effective part in an evolving society."

The Distinctive Contribution of History.—"History deals with the whole past life of mankind and is as many sided as life itself" says the report. Briefly stated, its function

is to trace development. Setting forth in some detail the several contributions that history makes to the social curriculum its general claim to recognition is summarized as follows:

"History is to society what memory is to the individual. It is a record of the accumulated experiences of the past and serves as the key to the storehouse of human experience for the guidance of man in dealing with the problems of the present.

The Distinctive Contributions of Economics.—A large part of the activities of mankind is devoted to the struggle for existence getting a living. These, according to the report, are economic activities. "They are carried on largely in group life and, even when most individual, are affected by group life." The success of a democracy depends on the ability of a large number of people to form intelligent judgments upon economic issues. This can be done, the section concludes, "only provided they know the general plan of organization of our economic life, and appreciate the existence and character of economic law in both domestic and international relations."

The Distinctive Contribution of Sociology.

—The claim of this branch of knowledge to a distinctive contribution to the school curriculum is stated at greater length than is that of either of the other four subjects. Among its contributions as they are embodied in the report are: human life has been conditioned more by its social setting than by any other cause; it studies causal relations between the activities of groups or individuals that are always occurring in homes, schools, neighborhoods, and wherever people meet, and that give rise to public opinion, customs and institutions; its study tends to dissolve prejudices and bigotries which are the chief obstacles to social cooperation; it throws a clear light upon the aims of education; it reveals grounds for ethical requirements and sources of ethical incentive.

The Distinctive Contribution of Geography.

—This study presents the material bases of social development; its knowledge contributes to an appreciation of the wisdom of

utilizing earth resources efficiently and points the way to a more harmonious adjustment of man to his environment; it helps to promote a sympathetic understanding of peoples, discloses their interdependence and the idea of earth unity.

The Report Represents a Consensus of Opinion.

—In arriving at the contents of the report the Joint Committee made preliminary inquiries from 100 people representing each group. The tentative formulation of the report was then sent out to committees of 100 for further suggestions and criticisms. On the basis of these criticisms and suggestions a second report was worked out and submitted to all the members of the six societies concerned and after allowing sufficient time for further criticisms the commission met and formulated the final report as set forth in the document under consideration.

The entire work was made possible by the financial assistance received from the Commonwealth Fund.

My Secrets of Good Discipline

By MRS. CHRISSIE HANDLEY of Pike County, paper read at August Teachers' Meeting at Bowling Green, Missouri.

IN the beginning I shall try to define the word discipline. Etymologically, "discipline" comes from the same Latin root that gives us the word "disciple;" and historically, the problem of discipline has been to bring the impulses and conduct of the individual into harmony with the ideas and standards of a master, a leader, a teacher. Hence discipline has also been defined as class room management.

It is paradox of the well disciplined school that "discipline" is conspicuous by its absence. If an intelligent observer honestly reporting a visit to a school, makes no reference to its discipline, one may be fairly confident that the school is "well disciplined."

Changing ideal of discipline.—Ideals of what constitutes good discipline are subject to change. They have indeed changed very radically within the last two or three decades. The intelligent observer of fifty years ago, applying to our present day schools the ideal discipline then current, would criticize them as badly disciplined; and the observer of today looking in on an old time school, would have his attention attracted

by various phenomena of discipline that our grandfathers would have overlooked as quite normal.

The silence; the rigidity of posture; and the precision of movement would impress him (if he were a thoroughly orthodox modern schoolman) most favorably.

But the marked change that has come about in the ideal of school discipline is something deeper and more fundamental than these contrasts suggest.

The older ideal of discipline looked sharply to externals; the new ideals look below the surface. The old standards rested comfortably upon the more superficial symptoms of obedience, order, and industry; the modern standards probe into the motives of obedience, order and industry. The older standards had regard primarily for the physical attitude of the pupil toward the school and toward the teacher; the modern standards have regard primarily for the mental attitude of the pupil toward his work and toward those who work with him.

Characteristics of present day ideals.—The essential characteristic of the present day well disciplined school has been identified

with many different qualities. Some assert that the most important feature of such a school is the interest of the pupils in their work or their absorption in problems that appeal to them. Others would lay large emphasis upon the spirit of co-operation among the pupils and between pupils. Still others would speak of sympathy as the dominant characteristic. There is justification for the use of any one of these terms in describing the well disciplined school. Such a school is likely to be marked by the interest of pupils in their work; by their aggressive attack upon problems; by a spirit of co-operation; and of sympathy.

Personality important.—Perhaps if any two qualities are essentially characteristic of the well disciplined school, the existence of a spirit of co-operation on the part of the pupil and a quick and intelligent sympathy on the part of the teacher should be accorded first choice. Therefore the qualities of personality are important in discipline.

It is impossible to say which of these qualities is most important from the standpoint of disciplinary ability. It is reasonable to infer, however, that "reserve," "enthusiasm," "fairness," "sincerity," "sympathy" and "vitality" are especially significant from this point of view. The teacher who is noisy, boisterous and undignified is more than likely to incite these qualities in his or her pupils. The teacher who lacks enthusiasm will probably fail in all phases of his work, but his discipline will particularly suffer. Unfairness is a notorious stimulus to internal disorder, and insincerity is fatal to teaching efficiency at every point. Vitality as evidenced by alertness and "energy" is likewise a positive factor in discipline.

Lack of sympathy for childhood is undoubtedly one of the prime causes of disciplinary difficulties.

The teacher's voice is a factor of large importance in discipline, and in spite of the apparent difficulty in modifying the "Natural" tendencies in speaking, that it is a factor which is controllable in a measure, is seldom recognized by those engaged in the training of teachers. The principal evils to be avoided or counteracted are: The shrill, high pitched, rasping voice; the unnecessarily loud or noisy voice; the inarticulate voice, which fails to enunciate distinctly; the thin feeble voice which lacks vigor and force, and the monotonous voice, which lulls pupils to somnolence thru lack of emphasis.

Three secrets of school discipline.—The secrets of good discipline, then, may be formulated as three related and yet somewhat distinct functions.

1. The creation and preservation of the conditions that are essential to the orderly progress of the work for which the school exists.

2. The preparation of the pupils for effective participation in an organized society which while granting many liberties, balances each with a corresponding responsibility and which, while allowing to each individual much freedom in gratifying his desires and realizing his ambitions, also demands that the individual inhibit those desires and repress those ambitions that are inconsistent with social welfare.

3. The gradual impression of the fundamental lessons of control, especially through acquainting the pupil with the importance of remote as contrasted with immediate ends, and through innumerable experiences which will lead him to see that persistence and sustained effort bring rewards that are infinitely more satisfying than can be attained by following the dictates of momentary desire.

ELECT YOUR DELEGATES

Delegates to the State Association to be held at St. Louis Dec. 5-8, 1923, must be elected on or before November 1. It is imperative that all counties be represented as important matters will be before the convention for consideration. Kindly send in your list of delegates to E. M. Carter, secretary, Columbia, as soon as possible.

Educational Progress and the Parents

ORVILLE G. BRIM, formerly of the Department of Rural Education, Cornell University, Ithaca, N. Y., now of the University of Ohio, published as rural school leaflet, No. 15, by Dept. of Interior, Bureau of Education, published here by permission of the author.

WHEN some desirable change in school work is discussed in conferences with county superintendents, rural school supervisors, and teachers, the statement is often made that the parents would not look upon it kindly. Experience proves that this is frequently true. The one who departs from the beaten path will usually meet criticism, the amount depending upon the group concerned and the field in which the change is suggested or made. The leader in rural education may expect considerable criticism if he would make progress. There are two major reasons for this. In the first place, rural people on the whole are somewhat more conservative than urban folk. They are not accustomed to the rapid and varied changes experienced in village and city life. In the second place, the field of education itself has been, so far as the public in general and rural folk in particular are concerned, relatively static. The farmer may be openminded and progressive about farm machinery, seed selection, and breeds of cattle, but in the realm of education one must remember he has in many places the same school building to which he went, the same seats, and in so far as he is concerned, the same kind of books, and the same sort of teaching. Moreover, the deficiencies in the product of the present school are not always apparent to him. Consequently, one should not be surprised to find him seriously questioning or objecting to changes in curriculum or school procedure.

A challenge.—Leaders in rural education should look upon this tendency to hold to customary practices not as a barrier but as a challenge. We must accept the added responsibility for making our proposals for better education intelligible to the parents and for convincing them of the worth of these changes.

The real test.—Now we come to the real test. Is it possible to interpret these new ideas to the parents? Are we as leaders willing to stand or fall by this measure of our leadership in education? There are two lessons we must learn before we can hope to succeed. We must learn to practice that which we so freely advise our teachers to

do, namely, (1) know thoroughly that which you wish to teach, then (2) understand the point of view of the one you would teach, talk to him in terms of his own experience and in words and ideas that he can understand.

The trouble with many of the changes we would make in school work is that we ourselves do not so thoroughly understand them as we should. We have not always thought them through. We have taken them upon faith or upon the authority of some one else. When we meet the "doubting Thomas" we are at a loss to demonstrate in detail and beyond a reasonable doubt the justice and value of our contention. Suppose some rural-school patron says he wants his boy to learn grammar, so he can use the English language correctly; how will you show him the error of his way? Suppose he wants his boy to learn how to work difficult and impractical problems for the training it will give him for his other life duties; what arguments shall we use? Clearness of presentation, facility of illustration, and clinching argument will not come unless we ourselves have thought the problem through.

In the next place we must learn how to present these professional matters to a lay audience. The newer ideas in education, and the phraseology in which we learned them, originated in college or university circles. When talking about educational matters, most of us drop into a pedagogical vocabulary that is quite unknown to the man on the street. When some of my colleagues drop in, my children say to me, "Daddy, you talk funny when those folks come here." My brothers and sisters are living on farms. It is like Greek to them oftentimes when I try to explain some of the newer ideas in child training. The vocabulary I tend to use in my professional capacity is quite unrelated to the familiar conversation of everyday affairs.

Changes in educational practice must mean changes in the affairs of men.—But our changes in educational theory and practice must mean a difference in the everyday affairs of men and women, or else, it is all

a waste of energy and pastime for idle brains. We believe they do mean a real and worth-while difference. We must be able to see the specific bearing of the changes we advise and discover how to justify changes to the parents of the children in ways they can understand. It is an interesting task to try to discover ways of presenting these fundamental and oftentimes technical principles involved in modern educational progress in ways so simple, practical, and concrete that the idea may be understood by the person in the ordinary walks of life.

How shall we present the problems of modern educational progress to school boards and to patrons? In the first place we must give to them a clearer and more practical idea of the purpose of education. Most people who have not given much thought to the question of education have a general and rather vague idea as to what it ought to do for their children. They expect that the school will prepare the child in some way for meeting the responsibilities and opportunities which life will later bring to him. Reasonable skill in reading, writing, arithmetic, and spelling is accepted without question and typifies to them the nature of the school's service to the children. Since the objectives are vague, there is little tendency to judge critically school conditions, procedure, and the educational product. They pay the bill and blindly trust education will help their children.

School work does prepare for later life.—

It does it, however, by helping the child live better today, tomorrow, and each tomorrow as it comes. He will live better when he is 30 because he has continued to live better in all the days between now and 30. He will be able to meet the responsibilities and opportunities when he is grown because he has been taught how to meet them as they arise in his life every day. Education is not for the distant tomorrow. It is for today. It does not have to do with the things of the future years, but with the things of today. One of our educational leaders has said that the purpose of education is to help boys and girls do better all those wholesome activities in which they will normally engage. Mothers and fathers must come to think of education in connection with their children's behavior now. Are the children growing daily into good habits of cleanliness? Do they drink plenty of water? Are

they careful to see that the water is clean? Do they brush their teeth? Are they careful about sneezing in people's faces, about spitting where germs may spread? Are they forming habits of choosing food carefully, exercising wisely, and sleeping sufficiently? Do they play kindly and wholesomely with their friends? Are they unselfish and courteous about the house? Are they learning to fit in with the interests of the family group so that life for all the members of the household may be happier? Are they interested in the good name of the school? Are they anxious to improve its appearance, to plant flowers and shrubs, to make it homelike? Do they bring home suggestions about making the homestead more attractive by planting flowers and cleaning up the yard? Are they interested in the things that grow in the garden? Do they feel responsible for helping provide food for the family, for hoeing out the weeds, fixing the fence, keeping out the chickens? Are they all the time finding new things to enjoy in life? Are they becoming interested in the animals, the trees, the plants, the birds? Do they enjoy the sunset, the moon and stars? Do they bring home books to read? Are these good books that are giving them better ideas of the kind of children they ought to be? Do they enjoy their reading more and more? Do they bring stories home to read to you? Do they want to repeat to you some of the little poems that have caught their fancy? Do they talk more freely? Are they able to tell you more clearly and in detail about the things that happened at school or about some story that they have read? Are they interested in the newspapers and the things that are going on? Are they coming to see more clearly how they are related to and dependent upon earth conditions? Are they coming to appreciate the fact that there are other people in the world besides our own particular kind? Are they interested in them? Are they coming to understand the different customs and the different points of view of these other people? Are they learning to know and appreciate the many ways in which we all depend upon each other, and that it is best for all of us if we will work together in a friendly spirit to improve the conditions under which all are living? These things and thousands of others of similar concreteness and practicalness make up an education. If we put

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the measure of education in such terms, the father and mother will be able to understand and appreciate what we are talking about. They will be prepared to appreciate the fact that the school needs to be doing more for the children. To think of education as learning what is in the book rather than a change in these everyday activities of the children is to sacrifice our common sense for mere customary belief.

Educational influence of school conditions.

When the parent appreciates that education has to do with the everyday habits and attitudes of the pupils, one can make clear to him the educational influence of school conditions. Is the school yard giving the child a standard which will stimulate him to make his present home more attractive now and an ideal for his own home later on? Is the school site well chosen? Is it graded and well drained? Has it been made attractive through a wise use of flowers, shrubs, vines, and trees? Do you find the outbuildings unsightly and dangerous to health and morals? Is the wood scattered about the yard or neatly piled? Is the school interior clean, homelike, and inviting? Are the shades in good condition? Are curtains provided for the windows? Are walls and ceiling clean and restful in color? Do you find good pictures on the walls? There is no need of going into detail. Each one who thinks of education in terms of standards, habits and attitudes being formed in the child from day to day by his school environment and personal conduct will instantly think of a host of factors usually ignored in favor of book learning. The three basic questions we can put to ourselves and to the community in this connection are:

(a) Has the community demonstrated a deep love for its children, a clear consciousness of the worth and rights of childhood, and a real appreciation of its civic responsibility in the type of school that it has supplied for its youth?

(b) The second follows from the first. Are the children being daily educated into high standards in all the details of personal and home sanitation and of home and community art through the school building and grounds?

(c) Are the children being properly trained from day to day in their relation to this school home to appreciate the interest and

service of the community, to feel their civic responsibilities, as individuals and as a group, to maintain its high standards, to improve them where possible, and to respect and preserve public property? Are they being habituated in habits of neatness, cleanliness, and courtesy consistent with the spirit of institutions?

There is no intention here to belittle genuine education of a larger scope. The pupil must come to see the problems of sanitation, social relations, civic problems, and principles of art in their full social significance. To try to teach the larger grasp while ignoring it on the local level is folly. Here in the school, in the community, and in the child's personal habits is the place for education to begin.

The Child vs. The Book.—When one gets this idea of education, he is prepared to appreciate the next step, namely, that the teacher is to teach children not books or examination questions. If a farmer has a garden in which he takes pride, his treatment of the plants will not be so very different from the way a teacher should consider her pupils. The farmer has in mind the final form that these particular plants will take. But he is not trying to make them mature plants all at once or to give them the type of fertilizer and cultivation that may be good for them when they are mature. What he does is to study each plant with reference to the sort of plant it ought to be at this particular stage of growth. He analyzes its condition and determines its needs, and then he may water it, give it a certain kind of fertilizer, cultivate it, shade it, or do any one of several other things. Whatever he does, he does because he wants to promote the growth of the plants at this particular time. He studies his plant and administers to it in terms of its needs so that it will be a stronger plant today and tomorrow. He trusts to the laws of growth that if he takes care of it today, it will mature properly in the future. So it is with the children. The good teacher studies the children, finds out what should be done for them at any one time in order that their growth both physically, mentally, and spiritually may be most normally promoted. This she takes as her task. It is not a routine job that just any one can do. It is a fine piece of work that demands a clear idea of what sort of person we want this child

to be in the long run and just what would be best for him now. It demands a person who is well educated. Just as the expert carpenter must have many tools at hand, just as the expert doctor must have many kinds of medicine in his case, so the teacher must have at her finger tips all the things that might be needed to enrich this child's life. Then this teacher must be skillful in directing the life of the child. When the teacher's task meant merely the giving out of so many pages and hearing whether the child had learned them, it was a simple task and any crude worker could do it. But now her task is to promote the child's development in the many complex activities of life.

The value of doing.—Since we are teaching children now, instead of books, guiding and promoting their development, we come to the question, "How do children develop and learn, anyway?" How does a boy learn to skate? How does he learn to drive and care properly for an automobile? How does he come to have good judgment about the use of his money or his leisure time? How does he develop initiative, ingenuity, resourcefulness? How does he learn responsibility, the habit of seeing a job through when it becomes his task? How does a boy learn to play baseball; to be a great pitcher? We would all agree that he must have a chance to practice the things that he is to learn. We think of the life on the farm as a fine place for boys and girls to grow up. It makes men and women of character and independence. Why? Because by its very nature it furnishes the boy or girl a world of opportunity to do things, chances to participate in the daily round of activities and to learn. Sometimes we say experience is an expensive teacher but it is a very real one. It is forceful and sure. Does it have any lessons for school work? Probably it has. The school is to see that the lessons are more carefully related and suited to the age of the pupil, but the learning should not be any less real, and it can not profitably be very different in kind. Every father or mother can easily be led to see how much a child can and does learn in making a wagon, raising a calf, or making himself a radioset. It is not difficult to help the parents to forget their former ideas of school work and to look at the task of educating children from a common sense point of view, to lead them to see that while we send

children to school to learn, the best way to accomplish the end is to provide a place where children find something to do, something that will suggest problems to solve, projects to work out, questions to answer. In trying to carry on this work, children will learn as readily as when they are making the wagon. School should be a place where the children live just as truly as they do out of doors, but the living should be such as to bring about the maximum of learning. How much learning would be involved if we took for our question: "How can we improve our school home?" For most of the country schools this is a question that needs serious consideration. There would be the question of proper lighting, arranging of seats, curtains and shades for the windows, choice and care of flowers for the window boxes, selection of pictures for the walls, choice and placing of shrubbery and vines, walks and trees, planting and care of the lawn, questions of neatness and appearance of desks and floor, outbuildings and closets. Playground equipment would be needed for the pupils of different ages. Each and every one of these questions has a real significance in the life of the child today and in the improvement of his life tomorrow and hereafter. Many fundamental questions are involved, principles of landscape art, sanitation, physical posture, standards of good pictures, questions of social relations, and civic responsibility. Children would have a chance to think, plan, consider, exercise initiative, offer suggestions. They would have to do considerable reading, look up facts in many book, talk things over, reach decisions, and carry things to a final realization. From some such simple illustration as this we can help parents to see what we mean by education through activity, education that seeks to develop the child rather than to cram him full of book facts.

Selection of material.—Another feature of school work with which parents should be acquainted is the tendency to select materials in relation to the interests and needs of the pupils rather than to teach all that is in the book. Just the other day a teacher complained that, because she had omitted some of the impracticable problems from a list, some one had said that she could not work them. Another parent objected because she was not teaching cube root and

compound proportion. Another said that children should learn to spell all the words in the spelling book. What shall we say to them? Again we must get away from the habitual ideas about the nature of school work. In the practical everyday affairs of life, what problems does the farmer have to work? What sized fractions does he have to handle to carry on his business? What kind of problems in interest, in finding areas and contents of bins? What specific geographic facts does he need to know? What use does he make of the knowledge once acquired of capes and bays, the heights of mountains, and the lengths of rivers, innumerable dates in history, and names of men? The parents should be led to see that a child's time is precious and that we have no right to ask him to waste it. A good way in which to show this is in connection with spelling. The parent knows when he needs to spell. He is not likely to have many strong ideas of its great disciplinary value. Spelling, being drill, uses much time. If we could determine the words this child will need to know how to spell, what a fine chance to economize his time for him? Now, the methods by which the probable written vocabulary of people have been determined are simple enough and concrete enough for the average person to understand and appreciate. When once the point of view is understood and appreciated here, it might be carried over into arithmetic. The presence of impractical topics can be demonstrated. The tendency in the textbooks now in use in

many schools is to give the child not real problems or problems that are typical of real situations such that an average person would have to solve, but many problems that are either improbable or fantastic.

Here one is likely to meet the contention that the child ought to learn to work all the problems in the book, or to spell all the words in the speller. Sometimes we worship books in this way. But it may help the parent to tell him that, after all, this book does not represent the entire field of arithmetic or the whole list of words. One could easily make books twice or three times as long. Would he ask and expect the child to know all about arithmetic? Somewhere the line must be drawn. Any text not scientifically constructed represents a random and an arbitrary selection. Since we are preparing the child to meet his responsibilities and opportunities and to make the best use of his time, it seems only wise to teach him just those things he will need to know to make him most efficient.

In some such way, by stating our principles in everyday language, by relating the problems of education to the farmer's common sense, by choosing illustrations from his own field, we may help to make clear to him what we are trying to do and perhaps win his support. He will not need to grasp all the details. But he will know what we are about, and because he appreciates it in part he will trust what he may come to respect as our good sense for the rest.

Reasons for Elimination

By Superintendent M. L. Foster, Glasgow, Mo.

THERE has been a great deal of speculation and some scientific investigation as to why so many of the American youth quit school before graduation. Living in a land with an unbroken line of free education from the kindergarten to the graduate schools of universities, and, having been taught, in a perverted way, perhaps, the doctrine of "equality," and with the ever increasing emphasis on continued education, we would reasonably expect all youth to avail themselves of the educational advantages offered. We are disappointed to find all along the line that individuals are fall-

ing out. Various attempts have been made to change the situation. For example we have the compulsory attendance laws designed to keep the child in school until he has completed the eighth grade, as a minimum. In spite of the efforts to the contrary many drop out as soon as possible, not getting beyond the fifth or sixth grade. Thus we have presented to our American democracy a real problem. Why are these things so?

"Laggards in Our Schools."—Dr. Leonard P. Ayres, in 1909, published his book, "Laggards in Our Schools," in which he attacked

the problem of retardation and its cost. Since that time numerous studies have been made of the problem he raised. The movement of mental testing which has taken on very large proportions during the past five years has added a great deal of information to help in the solution of the problem.

Dr. Ayres summarized his discussion as follows:

(1) The general tendency of American school systems is to carry all of the children through the fifth grade, half of them to the final elementary grade and one in ten to the final year of the high school.

(2) So far as leaving school is concerned there is less of a gap between the final elementary grade and the first year of the high school than there is between the last two years of the grammar course or the first two years of the high school grades.

His summary of causes for leaving school as he found them by examining the records in five city school systems, Dr. Ayres sets out in the following tables:

Reasons for Leaving High School

Cause	Per cent
Work	34.5
Ill health	22.2
Removal	15.3
Private Schools	4.6
Lack of Success	5.1
Other Reasons	17.2

Elementary School.

Cause	Per cent
Work	20.8
Ill Health	16.6
Removal	51.4
Private Schools	3.8
Lack of Success	
Other Reasons	7.4

From these tables it will be seen that "Work" is the most common cause assigned for leaving high school and "Removal" the most frequent reason for leaving the elementary school.

In his conclusion Dr. Ayres states that age is the controlling factor in elimination, and that school courses are too difficult for the immature and too long for the mature children.

Mental Tests Give New Angle to the Matter.—In opposition to the above study the

movement of mental testing and measuring has given a new angle to the whole matter. Why do these children quit to go to work? How does the mental ability of these children who quit compare with that of those who stay in school?

It is only a matter of common sense to acknowledge that some of those who quit school, regardless, of the cause assigned have high mental ability. People of high mentality get sick and die the same as other folks; they move from place to place, and they are victims of unfortunate circumstances. We are led to believe, however, that the per cent who come under this exception is very small. But on account of these uncertain factors, we can hope to do no more than arrive at a rule or principle that will apply in the majority of cases. It is a patent fact that the mentality deficient, as a class, do more shifting, have poorer health and their children attend school with less regularity than do the children of the class with better mentality. All these factors affect the school and cause elimination.

In his book, "The Intelligence of School Children," Dr. Terman presents a great deal of information concerning the relation of mental ability to school elimination. He argues that it is those of low mental ability, as a rule, who are retarded and who finally drop out.

Elimination Selectively Based on Mental-ity.—Of 107 pupils entering the high school at Palo Alto, who were given the Stanford-Binet test, twenty-seven did not enter the next year. Investigation showed that the fourteen of these had gone to other schools and that thirteen had gone to work. The median I. Q., of this school was 105. Of those who went to other school, the average I. Q. was 110, and that of the thirteen who quit was 94. Only three of the thirteen were equal to or above the median I. Q. for the school and seven of the thirteen admitted that they quit school because they were unable to do the work.

Dr. Terman then worked out the graduation expectancy of pupils who enter high school at various ages in New York and Iowa City, using 1000 cases in the former school and a ten year period in the latter. The results obtained are shown in the following table.

Graduation Expectancy.

Age of Entrance	Expectancy	
	Iowa City	New York
12-13	65 per cent	23 per cent
13-14	50 per cent	19 per cent
14-15	39 per cent	10 per cent
15-16	29 per cent	6.5 per cent
16-17	17 per cent	3.5 per cent

Here it is seen that the older the pupil is when he enters high school the less likely he is to graduate. Usually the reason for late entrance is retardation which in turn may be traced to low mentality.

A study of the relation between the grades made by pupils and the length of time they remained in high school shows that those who make the high grades spend a correspondingly longer time in high school. For example those with average marks of from 60 to 69 spend an average of $1\frac{1}{2}$ years in secondary schools while those whose marks average from 80 to 100 spend four years, on the average. Dr. Terman states that "the average child is usually a dull child," while those who are accelerated have high mental ability.

With the foregoing facts in mind and with the knowledge that the highest mental ability is reached at about sixteen years it is possible to predict very well the grade expectancy of the individual pupil. By multiplying this age of highest mental ability (16) by the child's I. Q. as a decimal his mental age is derived. When this is done the equivalent grade may be obtained for his maximum mental age.

Relation of Intelligence to School Progress.

I. Q.	M. A.	Grade
60	9.6	3 or 4
70	11.2	5
80	12.5	7
90	14.4	8-12

Terman states that a great majority of the children who test under 90 I. Q. never graduate from the grammar school. Those whose I. Q. is below 110 will not get along well in high school.

In the "Twenty-first Yearbook" of the National Society for the Study of Education, page 174, M. R. Trabue says that of 955 high school pupils who were tested with the Army Alpha Test in 1916-17, only one-fourth were in high school two years later with I. Q.'s below 100, while of those who went

to work more than 60 per cent had I. Q.'s below normal.

In the same volume Bessie Lee Gambrill states that of the students who entered the New Jersey State Normal School in September, 1920, twenty-seven scored below 40 on the Thorndike Intelligence Examination. This score is somewhat below the median for College Freshmen on this particular test. Of the forty, fourteen withdrew and the others were doing very poor school work. In the case of some of those who stayed a longer time than usual would be required for graduation. It is thus evident that those of low mentality who get to college soon quit or move slowly.

What can be done?—The situation is rather serious. Pupils are quitting school, many of them. It appears that they quit because they have reached their mental limit. About one-third of the children of the United States have an I. Q. of 90 or less, or a maximum mental age of 14. This means that they will reach about the eighth grade and stop. Many will not go that far.

In a democracy education is essential to good citizenship. Yet a large per cent of the children can not get very far into high school or college. It is evident that the school can not furnish brains. It can only work with the raw material that comes to it. As a result we hear a great deal about lowering standards, putting in easier courses, vocational training, vocational guidance, educational guidance, enrichment of courses, etc. What the outcome will be is a matter of speculation. Certainly as school officials awaken to the situation something will be done. The schools will have to undergo certain re-organization. If the standards are let down to the level of the moron in order to keep him in school until graduation, the whole system will become so elementary that no one will be educated. Perhaps about all that can be done is to adjust courses so that each may be permitted to get his maximum development along that line which he is best able to master, and let it go at that. Children ought to be in school as long as they are able to profit by the instruction offered in the particular subject or subjects they are taking. Opportunity should be offered to the child that will develop his mental ability to the limit.

Newspaper Publicity Policy for City School Systems

SUPERINTENDENT A. O. Briscoe, of Fredericktown recently made a very scholarly and exhaustive study of the question of newspaper publicity in city school systems. His investigations covered all of the available printed material on the subject and a direct study of selected newspapers in each city of the state having a population between 4,000 and 8,000, nineteen in all.

His findings are interesting, and his suggestions contain many points that should be helpful to those schools which are trying to keep the public informed as to their progress, development, ideals and accomplishments.

News space indicates liveness of school.

Mr. Briscoe found that a positive relation exists between the amount of newspaper space used and the accomplishment of the school. Generally speaking the dead school does not get into the news columns or getting into the columns it ceases to be a dead one. Front page space either increases the accomplishment of the school or a school with high accomplishment gets on the front page oftenest, for the study shows that the better schools get the most front page space.

It is not the outside activities such as contests and stunts that get newspaper notice any more than it is the regular school work.

Even the qualifications of the teacher seem to be indicated by newspaper space, for our investigator finds that schools employing teachers with the higher qualifications are the schools that secure the more publicity.

Maryville leads.—Maryville ranked highest of the nineteen cities scored by Superintendent Briscoe in amount of space used by the newspapers and also in the ranking he made of the schools based on index numbers for financial support and educational attainment.

Some of his general conclusions.

Many schools are not properly co-operat-

ing with the newspapers in furnishing news to the public.

The schools owe it to the community to keep it informed about school matters.

The school page, school notes, and the school column are poor types of publicity, when followed as the common practice. The schools are important and the news should be able to take "the run of the paper." Then it will be read by all because of its news value.

If nothing happens in the school system to make a good story there is something wrong with the system.

News should be collected regularly, written and edited correctly, and delivered to the papers in good time.

Every school system should have a definite organization to collect and prepare school news for the papers.

Every superintendent and principal should have at least an elementary course in reporting or newswriting.

Schools will not get too much publicity if the news has survived in a fair competition for space. (Sometimes the publicity may not be good for the person in charge of the school.)

Schools should strive to have something worth reporting.

Keep the school in the public eye. Keep the public informed on school matters. This will create good will for the schools.

All news presenting problems that the school has to solve should be given to the press.

The writer should quote some authority or official if comments on the story are necessary.

The superintendent or principal may send to the papers signed articles discussing problems of the school.

News should be news and not comment, propaganda, and opinion, unless such is a necessary part of the story.

It is wise to invite the editor to speak to the school once or twice a year. It keeps him in closer touch with the school.

One hundred per cent should be members of M. S. T. A. because it aids in keeping up enthusiasm. It helps to cull out the drones. Drones hate progress.

—J. K. Connolly, Supt. Texas County

Membership in the M. S. T. A. Shows that a teacher has the right attitude toward the profession. —Miss Annie Ingram, Supt. Pike County Teachers should organize to protect their own interests. All other trades and professions are organized. —Walter Colley, Supt. Jasper County



Conference Considers Question of Educational Survey

A conference to consider the proposition of a school survey for Missouri called by the State Superintendent, Mr. Chas. A. Lee, met at Jefferson City, Saturday, September 15. Mr. Lee was elected chairman of the conference.

Mr. Lee stated the reason for the calling of the conference and suggested practical lines and important questions for investigation and study. It was the opinion of the members of the conference that a survey of the schools was desirable providing the aims and objectives of the investigation were definite and specific—narrow enough in scope to make possible a thorough study of a few of the more pressing problems of the school system and providing that the data obtained be made the basis for improvement of the educational conditions of the state.

Mr. Lamkin moved that the group approve of a survey to be undertaken by the co-operation of the educational institutions, The State Teachers' Association, and the State Departments of Education—the study undertaken not to exceed three definite specific problems. The motion was seconded and after discussion led by Mr. Phillips, Mr. Boucher, and Mr. Walker, was carried without a dissenting vote.

After informal and general discussion of some method of procedure, Mr. Oakerson moved that Mr. Lee appoint a committee of five (Mr. Lee to be a member of the committee) to formulate specific objectives of the survey, to determine upon a method of procedure, to outline phases of survey to be undertaken, and to estimate cost of such survey, and that this committee, as soon as possible, report back to various organizations and institutions such recommendations as it deemed wise. The motion was seconded by Mr. Capps and was carried when put to the vote of the conference.

Mr. Lee, Mr. Neale, Mr. Melcher, Mr. Oak-

erson, and Mr. Lamkin were made members of this committee. A meeting of this committee was called just after the larger conference should adjourn.

The general discussion of motions introduced and the informal comments made by the members of the conference seemed to indicate that the problems most urgent and needful of first consideration were those of school support, of school administration and supervision, of teacher training and certification, and of equalization of educational opportunities for all children of the state. Further, the members were of the opinion that whatever investigations were undertaken should be carried on through people of our own state and not by an outside institution or agency, that the survey should be begun as early as possible, and pushed through as quickly as is compatible with accuracy, in order that greater result might follow in improvement of the school system.

Mr. Neale suggested that results of all investigations be printed in bulletin form from time to time as completed in order that all groups might keep in touch with the actual situation.

Mr. Lamkin suggested the securing of the co-operation of the Greater Missouri Association in this movement.

Other suggestions were made regarding the wisdom of inviting board members and farmers' organizations to help in the movement.

All of these suggestions met with approval of the members but none was embodied in a resolution or a motion.

After the committee of five was appointed and a time fixed for its meeting, the conference adjourned.

MINUTES OF MEETING OF COMMITTEE OF FIVE

The Committee of Five met at Jefferson City, Saturday, September 15, immediately after the adjournment of the larger confer-

ence. Mr. Lee, Chairman of the Committee, presided.

Mr. Neale suggested the division of the chief problems to be studied among the various members of the committee—each one to be charged with the responsibility of thinking out plans for one specific phase of the work but no one to be entirely relieved from general responsibility of the whole problem.

Since the members of the Conference called by Mr. Lee, had deemed as most important the problems of school support, of supervision and administration of school, and of training and certification of teachers, these were decided upon as tentative sub-

jects for investigation by the Committee.

Accordingly the work was apportioned as follows:

Problem of School Support—Mr. Neale.

Training and Certification of Teachers—Mr. Oakerson and Mr. Lee.

Problem of Supervision and Administration—Mr. Melcher and Mr. Lamkin.

Each group was to make an estimate of the cost of the proposed investigation, to determine upon the working committee, and recommend plans for procedure, publicity, and suggest methods for "follow up."

The Committee then adjourned to meet at Springfield, Thursday, October 4, at 7:30 at President Hill's office.

Picture Study for October

The Gleaners,—Millet.

IT is harvest time on a large farm, in the country of France. The golden grain has been cut from the broad fields and men and women are still busy gathering it into bundles or sheaves and these sheaves are loaded upon a wagon and carried to a place near the farm buildings where they are piled in great stacks ready for the threshing.

These three peasant women of the poorer class, have come into the field to claim the time honored privilege of gathering up the scattered grain left by the reapers. This custom dated back to the ancient Hebrew law. This practice is still observed in France, and the sower of a field of grain would fear bad luck to his harvest if he should refuse to let the gleaners in after the reapers.

The three peasant women have a neat appearance even though dressed in their coarse working clothes, with their neat kerchiefs tied over their heads and which project a little over their foreheads to shade their eyes. We look and they seem to move toward us as they make their way through the coarse stubble, gathering here and there the stray stalks of precious wheat. They have found already enough to make several small bundles, which they have piled together on the ground at one side.

Hurl, an art critic, has suggested that the Gleaners represent the three ages of Womanhood, the maiden, the matron and the old woman. The nearest figure, at the right in the picture is the oldest of the three, and under the strain of stooping, bends slowly

and stiffly at her work. Next to her is a squarely built woman whose large, strong hands and broad back are capable of hard work. The third figure is that of a younger woman with "a lithe, girlish form." Her companions use their aprons for their gleanings. She wears no apron but carries her grain in her hand. She has found a more graceful method of working as well as a short and direct route from one hand to the other, by resting the left hand, palm up, upon her back where the right can reach it by a simple upward motion of the arm.

Millet.

Jean Francis Millet, the great painter of French peasant life, was born in Normandy. He was of peasant parentage and spent the greater part of his life in the country. He was the oldest child of a poor family and was brought up to hard out of door labor on his fathers' farm.

As a child he saw no pictures and heard nothing of art but at an early age he showed a remarkable talent for drawing. He inherited his artistic temperament from his father who was a lover of music and everything beautiful.

His father recognized his boy's talent and sent him to Cherbourg to learn to be a painter. At the age of nineteen he went to Paris to study art and spent twelve years there receiving instruction from various artists.

He was a great student of nature but his pictures were too original to be popular at once. As a painter of rustic subjects his art was unique. In his indifference to beauty,

he stood alone in his day. The human side of life touched him most deeply and it was always his first aim to make his people look as if they belonged to their station. By patience and perseverance success came and his pictures began to sell. He then turned from the schools and artificial standards to study first hand the peasant life he wished to portray. He was a lover of human nature and a true peasant at heart. Love and sympathy is the message revealed in all his pictures.

Millet was indifferent to surface beauty—he regarded expression as the chief element of beauty. His peasants are uncouth in face and figures—but how expressive.

There is always harmony between the peasant life and the world around him. The large field represents much labor. Like it, his life is dull and colorless. There is little

sky, so his outlook is limited. He has little hope or aspiration. He makes his people look as if they belonged to the station.

The character of his peasants show earnestness, patience, industry, self respect, modesty, contentment with their lot, piety and the sacredness of home ties. The Gleaners is a "poem of patient self sacrifice."

PICTURE STUDY FOR THE YEAR 1923-24.

September—The Horse Fair. Rosa Bonheur.
October—Gleaners. Millet.

November—Pilgrims going to Church.
Boughton.

December—The Last Supper. De Vinci.

January—Feeding the Birds. Millet.

February—Can't You Talk. Holmes.

March—Spring. Corot.

April—Sheep in Spring. Mauve.

May—Saved. Landseer.

Rural Folk Anxious to Improve Schools

STATE Rural School Supervisor, A. F. Elsea, of the Northeast Missouri District is meeting with enthusiastic co-operation at the hands of county superintendents,

ers were present and over three hundred patrons and pupils.

The county superintendent is the key person to the success of these meetings and the successful ones in Sullivan county reflect



The Meeting at Oak Grove School

teachers, students and patrons in his work in Northeast Missouri.

A meeting held in Sullivan county is somewhat typical of other meetings that he is holding. At this meeting thirty-one teach-

the efficiency of Miss Blanche Summers as well as the sincerity of her teachers and the willingness of pupils and patrons to help in the movement for better rural schools.

The following program was followed:



Mr. H. J. Salsbury

in the counties of the Warrensburg Teachers College territory; Miss Margaret Squires of the Springfield Teachers' College division; and Mr. F. A. Thompson of the Maryville District, whose photograph we regret we did not obtain.

The work done by this department will do much toward stimulating interest in and activity towards rural school improvement.

NODAWAY RURAL SCHOOL FIRST TO MEET NEW REQUIREMENTS

The Martha Washington School, District No. 115, in Nodaway county, taught by Miss Maye Strum at a salary of \$125 per month, is the first school in the State to meet the



Miss Margaret Squires

new requirements for approval as a "First Class School." Each of the fifteen requirements was fully met and a score of 95 was made by the official score card.

State Inspector, F. A. Thompson and County Superintendent Leslie G. Somerville made the inspection and signed the recommendation to the State Superintendent.

Sabbatical Leaves Granted by Teachers Colleges

Dr. E. L. Hendricks, president of the Central Missouri State Teachers College, has been granted a leave of absence of one year by the Board of Regents, according to the Publicity Exchange of that college. This action on the part of the Board is significant. One Educator writes that it will increase the good name of Missouri perceptibly among school administrators. Another prominent authority from a University says that if Normal Schools and the newer Teachers Colleges win the respect of Universities and Endowed Colleges their faculties must be allowed the opportunity for self improvement accorded the faculties of Universities. May we not look forward to a very general recognition of the sabbatical year among all our Teachers Colleges? The action of the Board of Regents may suggest standards of action of value to our profession.

The first semester of the year Dr. Hendrick will spend at Columbia University studying the problems of Teachers Colleges, and he hopes to continue the study during the second semester. Because of this training he expects to return to the College at the opening of the summer term of 1924 better equipped for the work that he has faithfully and diligently carried on.

During his eight years as president, the college has grown from a Junior Teachers

College to a Senior Teachers College. Attendance has about doubled. The average for the years 1901 to 1911 was 1,460 students. The number enrolled, excluding the enrollment of the training school, for the year 1922-1923 was 2,761. The faculty has been enlarged to fifty members who are especially fitted for the tasks for which they are employed.

The equipment on the Campus has, with the exception of the Dockery Gymnasium, been erected during his administration, the old buildings having been destroyed by fire in 1915.

In his final bulletin to the faculty he says that we must not forget the fact that we are training teachers whose chief business in life should be the training of a new generation in citizenship—in civic and social consciousness. Citizenship is at once the first and last hope of democracy.

Cape Girardeau Grants Leaves

Professor B. F. Johnson, head of the Department of Mathematics at Cape Girardeau, relieved from his duties for a period, on pay. Professor Johnson left for Oxford University, England on Sept. 14. Here he will study for a while, and will likely spend some time in continental Europe before his return.

Miss Winnifred Johnson who has been teaching History for many years in the Cape

Girardeau College is also granted a leave of absence on full pay for a similar period. She will travel and study in Egypt. Cape Girardeau granted these sabbatical leaves last spring, and is probably the first Teach-

ers' College to establish the practice.

The plan provides that two professors shall have this opportunity each year so that faculty members may look forward to this privilege as it recurs from time to time.

Professor T. E. Spencer Receives Promotion

THE many friends of Professor T. E. Spencer, who during his entire life as an educator has been a member of the Missouri State Teachers' Association, are pleased with his notable promotion in the St. Louis school system. He has been made Assistant to the Superintendent, an office to which he is admirably fitted, by experience, training and character.

Before going into the St. Louis schools Professor Spencer was superintendent of the schools at Marshall, Missouri.

In the St. Louis system he has worked his way from the bottom, having served in the several capacities of teacher, principal, and, recently as Director of Educational Extension. In the latter position, as in all others, he has rendered marked service showing exceptional ability as executive and as an organizer for efficient work.

The qualities of a tireless work, unfailing enthusiasm, and co-operative spirit which has characterized his career in the St. Louis schools he has given in a large degree to the cause of education throughout the state. His interests have been too broad to be satisfied within the confines of one city. He has always ac-

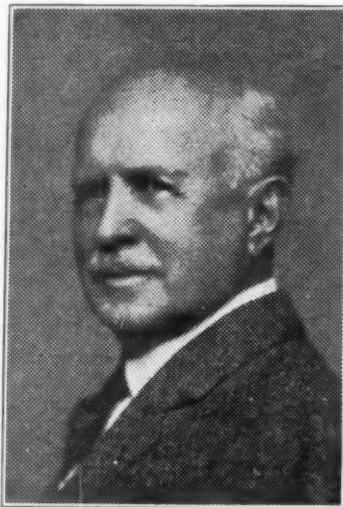
cepted, graciously, the demands that the State Association have made upon his time and energy. For a decade he has served the Association as a member of the Executive Committee, a part of the time as its chairman. As chairman of the finance committee he has had a prominent part in the work of keeping the Association on a sound financial footing, and in determining its present financial policy.

He has taken a special interest in building up the Reading Circle Department of the Association and has served as a member of the Reading Circle Board.

In 1919 he was on the committee which framed the constitution for the reorganization of the Association.

He is author of the *Story of Old St. Louis* which is used extensively in that city and throughout the state as a supplementary reader.

His position as Assistant to the Superintendent was formerly filled by Professor Phile S. Stevenson, now Alumni Representative in Washington University. The teachers of Missouri congratulate Professor Spencer on his promotion and confidently trust that in his new position his interest in us will not wane.



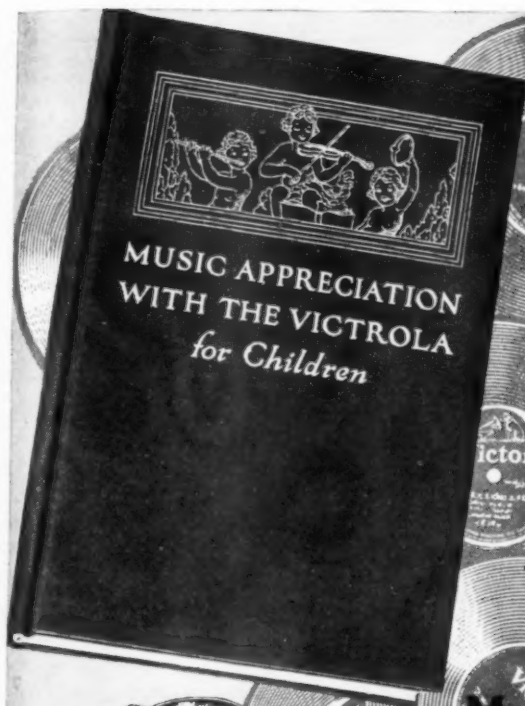
PROF. T. E. SPENCER

Assistant to the Superintendent, St. Louis, Mo.

A Preventative for Tuberculosis

Dr. Wm. R. P. Emerson of Boston, Mass., widely known in education circles as a child health worker and leader in the nutrition

class field has said: "Bringing mal-nourished children up to normal weight for height is the best preventative of tuberculosis we know of."



MUSIC APPRECIATION WITH THE VICTROLA for Children

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Department of Child Hygiene and School and Home Sanitation

Conducted by the
MISSOURI TUBERCULOSIS ASSOCIATION
W. McN. Miller, M. D., Editor



United States Public Health Service

ASIDE from co-operative work pertaining to the health welfare of the school child, the pre-school child and the unborn child and the expectant mother, largely educational in character and with which the teachers of Missouri already are familiar, the United States Public Health Service, acting conjointly with the state boards of health and county and city health officers, in recent years has occupied a nation-wide field of preventive work which is of more general significance, the nature and extent of which deserves brief review.

In what follows we quote largely from such a review appearing in the August bulletin of the Connecticut Department of Health.

When you travel.—Americans are great travelers; and special protection for them has recently been provided by health authorities, both federal and state.

If you travel in an automobile to the great national parks that lie in the western part of the country you will find the United States Public Health Service and the Forestry Service keeping close watch on the sanitation of hotels and automobile camps and insisting that you and all tourists shall leave them unpolluted and thus safe for the coming of other tourists.

No longer is polluted typhoid and dysentery breeding water allowed to be dipped from any creek or river, pool or other source to be put into the "coolers" on railway trains or passenger boats. Not long ago such practices were chronic disease spreaders; now the Public Health Service will not permit any interstate commerce railroad or river or lake carrier to use any drinking or cooking water whose source has not been investigated and found satisfactory; and most states will not permit any carriers operating entirely

within the state and therefore not subject to national authority to do so.

Would you like to find beside you in the train a child that had, say, measles—or a disease even more serious? On the other hand would you wish to deny that child the right to get back to its home, where it could be lovingly cared for? Up to a few years ago either or both of these things happened—and they may still happen over a large part of the country, particularly the part west of the Mississippi River. The national and state health authorities and the transportation agencies have prepared a standard sanitary code which has been adopted by many states and will probably soon be adopted by most of them. This code forbids persons afflicted with the plague, typhus, cholera, smallpox and yellow fever from traveling at all; but it permits sufferers from all other diseases to travel under conditions that will prevent them from being a menace to the health of other passengers but as yet not so hard to incite sufferers to try to evade them and thus nullify the purpose for which the code was adopted.

Communicable diseases.—For 23 years the Public Health Service has been fighting hard to prevent the spread of bubonic plague from the foci in California and later in Texas, Louisiana and in a few individual ports. Plague is spread by the bites of fleas that live on rats and are carried by them on ships to all parts of the world. The work against plague consists in fumigating ships to destroy as nearly as possible all rats on board; in preventing surviving rats, if any, from getting ashore (in bales or crates or by walking the mooring ropes); and in rat-proofing all buildings, particularly those in the sea-coast cities, so that even if plague

rats do get ashore they will not find there a sufficient number of rats to propagate the disease. To do all this is not easy; but the Public Health Service, the state authorities and the seaport cities on the Atlantic, Gulf and Pacific coasts all joined whole heartedly in the fight and the march of the disease has been stayed.

Besides the plague, the Public Health Service was called upon last year to fight typhus, which for years has ravaged Europe, killing thousands. The disease was brought from Mexico by Navajo Indians who carried infected body lice; and it quickly became rife on the reservation in New Mexico. It was eradicated by the Public Health Service after it had killed 25 Indians and two white men.

Last year, smallpox caused 132 deaths at Kansas City, 24 deaths at Poteau, Okla.; 50 cases (no deaths) at Hickory, Mo.; but yielded to vaccination.

Anthrax, imported on horsehair and appearing in 17 states, was not allowed to spread. Infantile paralysis broke out in Idaho, causing 15 deaths, mostly of young children, and in Washington, causing 15 more deaths.

The army records of the physical examinations made in connection with the "draft" showed for the first time how generally the people, especially the young men of the country were infected with venereal diseases, and led to the creation by Congress of a special division of the Public Health Service to control and ultimately to eradicate them. The attack has taken two main forms. 1. A wide educational campaign informing the country of the nature and of the consequences of the diseases to both the infected and the innocent. 2. Co-operation with the states in the case of those infected. The Public Health Service allotting from a Federal appropriation for this work a certain amount of money, dependent on population, for establishing clinics and other venereal disease control measures in states that set aside an equal amount. There are 542 such clinics now in operation.

According to the best estimates there are now in the United States 500 to 1,500 lepers, a mere bagatelle compared with those suffering from tuberculosis, which is for that matter far more contagious and far more deadly. Nevertheless, knowledge of the presence of a leper in a street car, for instance,

would cause a panic and that of a tuberculous patient could cause scarcely a thrill.

Public opinion has insisted that the federal government shall take charge of all lepers; and it has undertaken to do so.

Pure drugs and biological products—When you or one of your family is ill, you want them to have reliable medicines; and not so many years ago these were not always obtainable, for money-hungry manufacturers did not hesitate to adulterate both drugs and food. Later the national government adopted a pure food and drug law that applied to shipments across state lines; and a number of states adopted similar laws that applied inside their own boundaries. When these laws were adopted most medicines were chemical substances which were prepared by machinery and whose purity and strength could easily be regulated and readily tested. Of late, however, preventive medicines (vaccines, antitoxins and serums) have come into great vogue; and the preparation of these and of certain arsenical preparations (such as salvarsan) require great technical skill and knowledge. Moreover, all of them (except the salvarsan group) are obtained through the reaction of animals and their strength varies markedly with the individual animals used. It follows that before these "biological products" can be intelligently administered to a patient they must be standardized—bought to a fixed strength. To do this requires a separate test for every lot produced by a manufacturer.

Some years ago Congress assigned to the Treasury Department operating through the Hygienic Laboratory of the Public Health Service the duty of making these tests and of inspecting the factories where these "products" were manufactured. No bacteriological product may be shipped in interstate commerce not bearing the endorsement of the Laboratory.

The Public Health Service has standardized products for use against diphtheria, lockjaw, dysentery, meningitis, pneumonia and typhoid.

Within the last 20 years the death rate from disease now treated by bacteriological products has been enormously reduced. Smallpox, except where vaccination was neglected, has been almost abolished; meningitis to about one-sixth and diphtheria to less than one-third; rabies, if taken in time, can

almost always be prevented; tetanus has been greatly reduced.

**MISSOURI STATE CONSTITUTIONAL
CONVENTION RECOMMENDS HEALTH
AMENDMENT.**

Missouri Tuberculosis Assn.,
St. Louis, Missouri,
September 6th, 1923.

Announcement to Members and Friends of
the Association:

I know you will be pleased to learn that the Missouri State Constitutional Convention on September 5th finally passed the amended Proposal No. 192, recommending it to the people as an amendment to the State Constitution.

It reads:

Article IV, Section 52, The General Assembly shall provide by law for the safeguarding and promotion of public health

This recommended amendment, when approved by the electorate, will open up a fine field of service to the people of Missouri through the public schools in the way of health education, of health training and health supervision of school children, and for school sanitation.

Please begin early to secure a full affirmative vote on this proposed amendment to the State Constitution when it is submitted to the people for approval at the special election which is to be held within six months.

Thanking you many times, I am,

Very truly yours,

W. McN. MILLER.

**USE OF TERMS IN DIFFERENTIATING
VARIOUS KINDS OF "PUBLIC
HEALTH EDUCATION."**

There has been much confusion in the minds of educators and sanitarians as well as of the general public regarding the significance and scope of the term "public health education. To obviate this confusion and to standardize the use of the various terms applied in this connection, Dr. C. E. Turner of the U. S. Public Health Service has proposed that the five types of work included within the meaning of the general term "public health education" be differentiated by the use of the following terms:

(1) "Health training" or "health instruction" to refer to teaching children in school health habits and giving them health information.

(2) "Public health training" to refer to teaching men and women to become health officers and nurses.

(3) "Health education" to refer to teaching present and prospective school teachers how to teach health habits and how to give health information.

(4) "Health publicity work" to refer to "selling public health to the people" so they will give moral and financial support to public health agencies and public health work.

(5) "Popular health education" to refer to the giving to the general non-school-attending public information regarding disease and hygiene, and influencing their behavior so that they will avoid disease and not expose other persons to infections.

Hygiene and Physical Training in Teacher Training High Schools

By DR. HENRY S. CURTIS, State Director of Hygiene and Physical Training.

Hygiene.

EVERY student who takes the teacher training course shall be given a careful physical examination by a competent physician, preferably women by a woman physician and men by a man physician. These examinations may be given by the State Board of Health.

Those found to be suffering from incipient tuberculosis, high nervous irritability, deafness, amounting to less than one-third hearing, or bad cases of flat feet or spinal curvature shall be advised against teaching and

shall not be granted a certificate to teach unless these defects are remedied.

During the period of training, adenoids and deceased tonsils shall as a rule be removed. Those needing glasses shall secure them. Decayed and abscessed teeth shall be attended to. Round and stooping shoulders, spinal curvature and flat feet shall receive attention.

All students shall be expected during their high school period to review the hygiene work of earlier grades and to have satisfactory courses at least in personal

A Teacher in October

AHEAD lies the strain of a year's work: strain upon physique, peace of mind and nervous system. The first month, beginning a new term, seemed relatively easy after the summer's rest and with the flavor of "homecoming" characteristic of September. The hard road lies ahead. A teacher knows by experience, or intuition, the coming nights of fatigue.

One way to ease a trying occupation is to select with good foresight the shoes one is going to wear. Faulty shoes can annoy man or woman with irritating persistence. No exasperating pupil can match an uncomfortable shoe. At least the pupil goes home; your shoes follow you around worse than Mary's lamb.

October being the big shoe-buying month of autumn, choose now the Cantilever Shoe—noted for its ease, quality and appearance—to assist you along this road that lies ahead. Its flexible arch, supporting the foot restfully without restraint; its normal contour, fitting your foot snugly without pressure; its moderate heels, placed right to promote good posture; all these Cantilever values make for conservation of strength and good health. Light, resilient and wonderful for walking, the Cantilever Shoe has been described by a Detroit woman, "the bridge between discomfort and comfort." Other women have called it the bridge between unhappiness and happiness.

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You are cordially invited to see the Cantilever in its various styles at any of the agencies listed below. Only one selected store in each city has the Cantilever agency (except in New York and Chicago). Every agency takes pleasure in demonstrating the different Cantilever qualities that help to soften the road that all of us must travel.

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KANSAS CITY— Cantilever Boot Shop, Room 300 Altman Bldg., 11th and Walnut Sts.

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ST. LOUIS— Cantilever Shoe Shop, 516 Arcade Bldg., Olive & 8th Sts.

hygiene, home nursing and first aid, and in nutrition.

In all hygiene work the ultimate grading shall be dependent on two factors: the mark made in the theory and on the extent to which the students put in practice the principles involved. However well these principles are mastered unless they are also practiced shall not be counted sufficient.

No person who is 25 per cent underweight or 40 per cent overweight shall be granted a certificate to teach unless by special recommendation of the faculty.

Physical Training.

All students in teacher training shall be expected to take a period every day in physical training or in the practice of physical training activities with grammar grade children. Provided that where adequate provision cannot be secured for these activities two of the periods may be taken in such activities outside as tennis, swimming, baseball or vigorous forms of physical work. Reports on these periods shall be made by students on specially prepared cards.

So far as the weather permits physical training activities shall be carried on in the open air.

During rainy or inclement weather the period may be spent in class room games, calisthenics, gymnastics or in special hygiene periods, but when the weather is not below zero, cold shall not be considered a sufficient reason for taking all work in doors.

So far as possible all teacher training high schools shall provide shower baths. Students shall be expected to change their clothing and take showers for athletics the same as gymnastics.

In the physical examination of the children in New York City $1\frac{1}{2}$ per cent were found to have lesions of the heart. Heart cases are benefitted by mild forms of physical exercise such as walking, athletic dancing and playing less vigorous games. Some provision shall be made for the undernourished and others who are not fitted for vigorous forms of physical training.

During the physical training periods all student teachers shall be expected to learn at least two games for each grade of the elementary school and to practice these games with the children on the school grounds. These games may be selected from

the classified list in Miss Bancroft's Book Games for the Home School and Gymnasium, George Johnson's Educationally Plays and Games," or the State Syllabus of Physical Training for the elementary schools.

All students must learn to play play-ground baseball, volley ball and dodge ball, (which is best played as a team game with five or ten on a team for a three minute period,) and either tennis, soccer football, basketball or swimming. In case of these latter activities the students may practice outside and furnish such evidence as the Director may require that the work has been mastered.

The Standard Badge Test.—All students shall themselves try and also conduct with the children the Standard Badge test of the Public School Athletic League and Play-ground Association of America. The requirements of these tests can be had from The Russel Sage Foundation, Department of Recreation, 130 E. 22d Street, New York, The Playground Association of America, 315 Fourth Avenue, New York, or from the Spaulding Athletic Library.

The State letter in Athletics shall be given to teacher training students on the basis of 700 points as follows:

"S." scholarship shall count	100
"E." scholarship shall count	200
The first Badge Test	100
Second Badge Test	150
Third Badge Test	200
Tender Foot boy or girl scout	100
Second-grade	150
First-class	200
Camp fire girls wood gatherer	100
Firemaker	150
Torch bearer	200
Sportsmanship	100

For performances in basketball, indoor baseball, American or soccer football, basketball hockey or track, graded by the physical director as "S" 100 points. For making school team in any of these events in which there is a regular series of contests 200 points. For walking 100 miles in not more than ten different walks 100 points.

Out of sixteen hundred possible points the student will thus be expected to secure seven hundred at any time during his high school course. Of these one hundred must be in scholarship and one hundred in sportsmanship. The student who receives the state letter must be without noticeable physical

defects. It is believed that each of these points will be a decisive advantage to the student as a teacher, and will also give him or her a prestige with students which could be secured in almost no other way. This letter may be granted only on the approval of the state department and, so far as possible, shall be conferred by a member of the department, and will represent much the same standard that is required of the Rhodes scholars.

Great caution is to be used in the case of girls taking part in interscholastic contests in basket ball. Serious injuries have often resulted.

A Full Time Physical Director.—All Teacher-Training High Schools shall provide, by the first of September, 1924, a full

time physical director who has had in his preparation for high school teaching not less than ten hours in an approved school or department of physical training, with the understanding that these requirements will be increased each year, so that by 1927 the equivalent of 30 hours physical education will be expected, provided, however, that if the high school has less than two hundred fifty students a part of the time of the physical director may be given to the elementary children, and in systems having less than thirty teachers he shall also teach one or more classes.

It is understood that there will be serious difficulties in carrying out the provisions of this bulletin for the year 1923-1924, but the department will be inclined to judge leniently any earnest attempt to do so.

Kansas City Teachers Present Argument for Teacher Retirement Provision

THE accompanying letter, which was written by Mr. E. D. Phillips, and which he recommended sending to each of the eighty-three members of the new Missouri Constitutional Convention, was unanimously approved by the Kansas City School-Men's Club, which ordered that the following committee, appointed by Chairman F. C. Irion: Mr. Russell A. Sharp, Mr. Wm. A. Lewis, Mr. R. V. Harman, act with the chairman, Mr. Phillips, in mailing a copy of said letter to each member of the Constitutional Convention.

On behalf of the Public School teachers of Missouri, and because of the encouraging fact that a new, and more efficient constitution is soon to be drafted for our state; and because you are one of the honored delegates chosen to aid in formulating that vital instrument of Civic progress, we most respectfully and hopefully solicit you to be one of our special champions to see that the wisest and most comprehensive provisions are made for the betterment of the public schools of Missouri, and for the care of Missouri's public school teachers, to whose hands is entrusted the education and preparation of her children for the most successful citizenship.

In order that the teaching profession of Missouri may attain and maintain the highest possible degree of dignity, stability and

usefulness, the conditions should be such as to attract the most talented, capable, and enthusiastic men and women to consecrate their knowledge and skillful efforts to the life-service of the commonwealth; otherwise, teaching will continue to be treated by the most desirable young men as but a convenient stepping stone to some more stable and lucrative occupation.

It has been long understood through humiliating and painful experience, that a tight-wad or ill-remunerative policy has ultimately proved to be the most expensive to both the schools and the state—socially, morally, and educationally.

Horace Mann, founder of the organized public schools of America, warned the people, and their educational guardians, in making provision for compensating their teachers, when he uttered this pregnant aphorism: "Parsimony in Education is liberality to crime."

One of the essentials for an educational betterment is the erection of high standards of scholarship and efficiency for the preparation and employment of teachers, which condition is adequately established already.

In order that a sufficient number of well-equipped recruits may be insured to our profession, to keep pace with the rapidly increasing population of the state, the most

capable and far-sighted men should be stimulated to enter the teaching profession (which now demands a long and expensive period of preparation) by guaranteeing to them a "safety first" saving, as well as a living wage, an unimpeachable tenure of office; and a reassurance that after certain fair, strict, business-like, and humane conditions of service shall have been fulfilled, the faithful veteran teachers shall be honorably retired with an ample pension for the rest of their lives.

If it is right to pension the veteran soldiers of the G. A. R. who saved the Union, it is equally right to pension the veteran teachers of the grand army of the American public schools; for the man behind the book and the children of Columbia are just as vitally essential for the preservation of our Republic as is the man behind the gun. Indeed, under the wisest administration of educational ideals and government, the public schools and its teachers should, in a large measure, serve as a potent agency to prevent war and possibly, in the course of time to eliminate that destructive, barbarous relic of the stone age and of the cave-man.

Such a wise provision for the care of teacher who shall have reached the age of retirement, and whose service, in years and work, measure up to the prescribed requirements, would prove to be an economic policy for the state, since it would enable many teachers, on account of advanced age or physical disability, to be honorably retired under comfortable conditions, instead of being retired under a cloak of charity, or cast upon a merciless and disgraceful pedagogical scrap-heap.

Under such a sane condition the older teacher could and would more contentedly step aside to allow younger teachers to enter the service, and to maintain the high pressure of work and the spirit of professional enthusiasm created by their predecessors.

The humane system of pensioning the deserting workers is no longer confined to the army and navy, for railroad companies, insurance companies, manufacturing and many other high class business corporations, retire their employees, after a prescribed number of years, of satisfactory service.

Trusting that you appreciate the motives that prompt this appeal to the spirit of justice and progress, and believing that these provisions would be of mutual benefit to the

children and state, as well as to the unremunerated profession of teachers (as Henry W. Beecher denominated our profession), we remain,

Yours solicitously, hopefully, and gratefully,

E. D. Phillips (Head English Department North-east High School, Kansas City, Mo.

Chairman,

Russell A. Sharp,

Wm. A. Lewis,

R. V. Harman.

Some Vital Data.

Bearing upon the preparation of a constitutional "Enabling Clause," providing a more just and humane care of Missouri's public school teachers who shall have reached a prescribed age for retirement, and who shall have rendered the prescribed years of satisfactory service in the state of Missouri.

The 1918 Educational Bulletin shows 31 states in the Union using 67 different systems of pensioning teachers.

Source of Funds and How Issued to Teachers

- States**
- Arizona**—Annual appropriation from state funds.
- California**—5 per cent inheritance tax funds.
- Colorado**—Special levy on school districts.
- Connecticut**—Annual appropriation by legislature.
- Delaware**—Donations, gifts and legacies.
- Illinois**—1-10 of a mill on assessed valuation of all properties in the state.
- Indiana**—\$10 per month for 1st 15 years of service; \$20 per month for next 10 years of service; \$25 per month for next 10 years of service.
- Maine**—\$25,000 annual appropriation: For 25 years of service, \$150 per year; For 30 years of service, \$200 per year; For 35 years of service, \$250 per year.
- Maryland**—Annual appropriation \$34,000, giving each retired teacher \$200 per year after 25 years of service and on reaching 60 years of age.
- North Dakota**—Fund is based upon 10 per cent for each child of school age in each county.
- Ohio**—2 per cent of gross receipts of taxation raised by boards of education in such cities as Cincinnati, Cleve-

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OUR SERVICE IS STRICTLY CONFIDENTIAL.

Your dealings with this company are handled in a strictly confidential manner—we do not notify your school board, friends, relatives or local banker.

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This company operates under the supervision of the State Banking Department and provides a place where teachers and others can borrow money at a rate that is regulated by law.

OUR MONTHLY PAYMENT PLAN IS CONVENIENT.

The size of your monthly payment is made to conform with your ability to pay. We grant you the privilege of paying in full at any time, thereby stopping the interest.

OUR METHODS ARE BUSINESSLIKE.

This institution employs the same businesslike methods as you will find at any first-class bank and affords a place where honest persons can secure a loan without embarrassment. Loans closed without the delay usually incident to such transactions.



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I am interested in a loan of

\$..... Send information regarding your plan.

Name

Address

This coupon does not obligate sender in any manner.

"A SERVICE THAT SATISFIES"

land, Columbus, Dayton, Toledo, Springfield, et al.

Oregon—3 per cent taxes levied for school purposes.

Pennsylvania—Periodical state appropriations.

Rhode Island—Periodical state appropriations.

South Carolina—8 per cent gross income of special funds paid on the 1-mill tax, till 1927.

Vermont—\$110,000 annual appropriation plus the income and interest on certain investments.

Virginia—\$5,000 annual appropriation.

Note: The tendency is to abandon the compulsory plan, requiring teachers to contribute part of each year's salary. In England, France and Germany, the pension system has long been in use.

Another matter of prime educational importance that our new constitution should provide for is a periodical of sabbatical year, when every teacher, or at least every high school teacher, and every high school and every ward principal, shall be required to devote a year to either educational travel or to advanced intensive educational work in a progressive college or university. Such a plan would afford to the teacher both physical and intellectual benefit.

Of course such a provision implies that financially a sufficient salary be granted to meet the necessary expenses.

It is being clearly demonstrated that the present plan of crowding educational work and travel into the short hot summer vacation is unsatisfactory and often detrimental to the teacher, and what is detrimental to the teacher is detrimental to the schools.

NEW BOOKS

Sixty Units in Business English. By Harold S. Brown, A. B. Pages 162 plus xiii. Published by the Gregg Publishing Company. List price, \$1.00.

As the title implies, this is a book of sixty lessons in business English. Each unit may be studied independently of the others. The treatment of the sixty subjects is, each, concise, compact and clear cut. The book is striking for its omissions no less than for its content. There are no long drawn out discussion of grammatical theories or explanations. There is little for the student to learn to say. The exercises are to be done. Much of the work is centered around the writing of letters. There is flexibility enough to enable the teacher to adapt the book to the needs of the student. There is enough rigidity to insure purposeful work.

The New Rational Typewriting. By Rupert P. Sorelle. Published by the Gregg Publishing Company. List price, \$1.20.

Part one is an introduction to the keyboard, its technique, and to finger development; part two deals with the development of speed and accuracy; part three takes up forms and practices of business correspondence; part four furnishes practice in and knowledge of the preparation of manuscripts; part five, bills and statements; part six gives practice in writing legal forms and business papers.

The exercises and discussion are such as will develop skill and judgment. The work is well graded and arranged. The mechanical features of the book are of a superior quality.

Chemistry in Everyday Life, with Laboratory Manual. By Charles Gilpin Cook, Ph. D., of the Boys' High School, New York City. Pages 454 plus viii. Published by D. Appleton and Company, New York.

To help to adjust the high school child to his environment is the aim of the author of *Chemistry in Everyday Life*. The chapter headings indicate the thoroughness with which the author has worked in covering fields of general interest and application. Some of these headings are "Flames and Burners," "Fibers and Fabrics," "Metals Used in Plating and Decorating," "Glass and Pottery." There are some twenty similar chapters in the book. Only enough chemical theory to enable the student to understand the subject under consideration is given as the work proceeds until chapter 25 is reached. This chapter covering some sixty pages is devoted to chemical theory and calculations. The subject matter here is presented in such a way as to call for frequent reviews of former chapters and thus serves the double purpose of recalling what has hitherto been gone over and of using this information to illustrate and exemplify some of the more difficult chemical theories and calculations.

A First Book in Algebra. By Howard Baker. Pages 298 plus ix. Published by D. Appleton and Company, New York.

The author confesses only two main purposes in writing this text: First, to supply "an abundance of simple drill exercises;" Second, to present the subject in diction that "is within the immediate comprehension of the student." To

see his degree of success in the former it is only necessary to turn through the book and note the wealth of material in the lists of exercises. From a reading of his definitions and discussions the accomplishment of his second purpose is not so evident. "Immediate comprehension of the student" is no easy goal to be attained and perhaps Mr. Baker has approached diction that will make comprehension somewhat easier than more technical verbiage that is sometimes found in elementary algebras. Principles are demonstrated by the inductive method. A close correlation of Arithmetic with Algebra is maintained and the practical use of algebra in the solution of formulas is emphasized.

Literature and Life, Book Three. By Edwin Greenlaw Kenan, Professor of English, University of North Carolina and Dudley H. Miles, Head of English Department, the Evander Childs High School, New York City. Pages 629 plus x. Published by Scott Foresman and Company.

This is the third of a series of four books which, together present a complete course in literature for secondary schools. Each book presents a wealth of material, well arranged, unified and annotated. The series is prepared with three governing ideas: (1) that the soul of the past lies in books and that the approach to this spiritual heritage is through creative reading; (2) that the separate masterpieces are chapters from the great Book of Literature which is the real subject of study; and (3) that literature does not belong to the past alone but that it grows out of a universal instinct which is operative today. Teachers of Literature will certainly welcome this series as presenting material in such a way as to make it a most helpful teaching tool.

How We Are Clothed. By James Franklin Chamberlain. Pages 189. Published by The Macmillan Company.

This is a renewed copyright but the material is fresh and in keeping with the latest conception of education. Its use as a supplementary reader will furnish the teacher a good opportunity to vitalize her work in geography and citizenship.

Membership in the M. S. T. A. keeps a teacher from falling into a rut.

—L. C. Northeutt, Supt. Ralls County

Occupations. A Textbook for the Educational, Civic, and Vocational Guidance of Boys and Girls. By Enoch Burton Gowin and William Alonzo Wheatley, thoroughly revised by John M. Brewer, Director of the Bureau of Vocational Guidance, Harvard University. Pages 441 plus x. Published by Ginn and Company.

At a time when citizenship with its several allied subjects is being so universally adopted as a part of the courses of study in high schools this book is of special interest to teachers of the social sciences. Its authors justly claim that it meets the needs of girls as well as boys and that it conforms to the ideals of the National Vocational Guidance Association as expressed in the declaration that "occupations should be chosen with service to society is the basic consideration, and with personal satisfaction, as an important secondary purpose."

MENTAL TESTS AND THE CLASS ROOM TEACHER. by Virgil E. Dickson, Ph.D. Director of Bureaus of Research and Guidance, Oakland and Berkeley, California. Pages 231 plus XV. Published by World Book Company, Yonkers-on-Hudson, New York.

The purpose of the book is to show (1) Why mental tests are needed, (2) What they are like, (3) How they can be made most useful. The extensive experience of the author in the practical application of tests has given in a background which has enabled him to write a well balanced treatment of his subject. While believing thoroughly in the value of intelligence tests he is keenly aware of the newness of the field, the imperfections of the tests available the multiplicity of the methods and the general suspicion with which some of the public regard the movement. The treatment given by Doctor Dickson is such as should make cautious the credulous enthusiast who believes that a test is infallible, while it may open the eyes of those doubtful ones who fear that a use of tests means only trouble.

While written primarily for the teacher the book is none the less interesting and instructive to the administrator. Dr. Terman says that it is certainly the most helpful treatment to date on the practical use of intelligence tests in the schoolroom.

No teacher can teach without the aid and advice she receives from others.

—Mary L. Dunn, Supt. Reynolds County

HEAR—

Governor Hyde, U. S. Commissioner Tigert, Dr. Driggs, Author-Educator, Melcher of Kansas City, Stone of St. Louis.

These and other leading educators will appear on the program of the Northwest Missouri Teachers' Association meeting at the Teachers' College at Maryville, October 11-12-13. Come to Maryville; you'll enjoy your old friends, teachers and associates. Fares reduced. Remember the time and place.

MARYVILLE, OCTOBER, 11-12-13.

Presidents of the District Associations to be Held in October and November

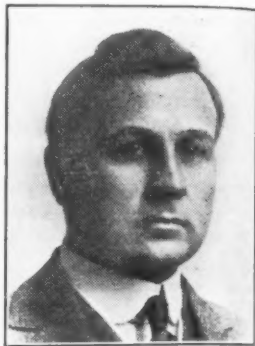
For Statements of Programs, see pages 348, 349 and 350.



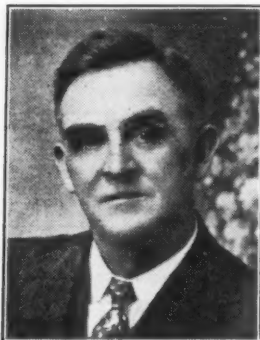
E. R. Adams, President
Northwest Association
Convention at Maryville
October 11-13



Charles A. Banks, President
Northeast Association
Convention at Kirksville
November 1-3.



John B. Boyd, President
Southwest Association
Convention at Springfield
October 18-20.



Chas. A. Cole, President
Southcentral Association
Convention at Richland
October 18-20.



O. J. Mathias, President
Southeast Association
Convention at Cape Girardeau
October 25-27.



E. B. Street, President
Central Association
Convention at Warrensburg
November 1-3.

The School and Community keeps the teachers in touch with educational movements.

—Miss Anna Z. McCracken, Supt. Polk County

Membership in the M. S. T. A. is necessary to show pride and interest in our profession.

—Miss Rene Mayer, Supt. Barton County

Choosing the Current Events Text

The study of current events is now an established part of the curriculum in so many schools that the selection of a suitable text has become an important problem for the modern teacher to face.

It is even a more difficult task than the selection of other texts. There is seldom an approved list to act as guide, nor can definite samples be examined beforehand. The selection must be made somewhat on faith, before the material is written.

There are, however, certain things which should be demanded of a current events text. Obviously it must be current—that is, it must be issued periodically. But how often? Daily, weekly, or monthly? To conduct current events recitations every day is probably a waste of pupil's time and teacher's energy. There are, on the other hand, some schools in which the daily plan is successfully conducted. Some teachers make the current events recitation a part of the opening exercises; others devote the first ten or fifteen minutes of the American history period. But where time is limited and the program crowded, as it is in most schools today, it seems to be fairly generally agreed that once a week is about right for the current events class.

The Daily Papers.

Given a weekly recitation, shall we use daily papers as a text? In that case the pupil will have six or seven bulky papers which must be culled through to select sufficient material for one recitation. Grammar, or even high school, pupils can hardly be expected to exercise, unaided, the judgment necessary to select the proper material from such a mass as is thus presented.

There are other objections to the daily papers. Most of them contain varying quantities of highly undesirable matter—murders, robberies, divorces. And the headlines have a habit of emphasizing the wrong events. The child is in danger of getting a distorted idea of the relative importance of things.

The daily has one distinct advantage. Its news is fresher than that of the weekly or monthly can possibly be. It reaches its readers generally within twenty-four hours after the occurrence. But the advantage of having the current events recitation "up to the minute" is perhaps open to question. Is it, after all, important that the pupils should recite upon the event within a few hours after it happens? Is it not more important that news should be presented to the children after sufficient time has elapsed to disclose its true importance and its relation to other events?

Daily papers are always in a hurry to "get on the press." It is impossible for them to avoid occasional errors, both of fact and of judgment. Items which appear to be important at the moment of happening are often played up on the front pages with startling headlines, and never heard of again. Sometimes items appear to have an important bearing on a situation, and are so presented, when sober second consideration shows them in quite a different light. The child's mind becomes confused. There is such a mass of material and so much of it contradictory! He loses interest; and after a child has lost interest in a subject the teaching of that subject becomes ten times more difficult, as every teacher will testify.

Monthly Magazines.

Monthly publications have, of course, the best

opportunity for mature consideration of the material presented. For this reason they form an important part of current events study for classes above the eighth year. Every secondary school should have on its library table at least one good monthly magazine devoted to a review of current matters. The *World's Work*, *Review of Reviews*, *Current History*, *Current Opinion*; all are excellent.

But the monthly magazines can hardly be considered as the basis for current events work. The material which appears in them must, from their very nature, be written a long time before the copies reach subscribers. The editorial department of a monthly magazine is working on material from two to three months before the date of the issue in which the material is to appear. Under such a condition it is impossible to make the magazine more than a retrospective and commentary review of events. The monthly cannot be a vehicle for news itself. It must assume that its readers already know something of the events, and it may then proceed to explain and to comment.

But what the teacher of current events needs is a news text-book—a publication which reports as well as comments; which gives the facts of events rather than opinions about them. Practically all magazines confine themselves to descriptive articles, with very little attempt to report news. In addition, the subscription price usually prevents supplying each pupil with his own copy, which is the ideal method. The monthly magazine has, as already mentioned, a very definite place in the school room, but it is not as the principal text for current events recitations.

The Weekly

By a process of elimination we are therefore compelled to choose the current events text from among the weeklies. Here there is a fairly wide range for selection. The periodical used will depend largely upon personal preference of the teacher and the particular requirements of the class.

In choosing a publication, however, certain qualities should be carefully considered:

(1) **COST.** In by far the greater number of schools, especially in the eastern part of the United States, pupils pay for their own subscription. Whether the subscription price is borne by the pupils or by the School Board, however, that publication which represents the least cost per pupil will have a tremendous advantage, other qualities being equal. Not only will there be a saving on each subscription, but the possibility of having every pupil supplied with his own copy each week will be greatly increased. Teachers who have experimented with various methods find this a great advantage. The pupil takes much more interest in the paper if he thinks of it as his own property, something he may save or do with as he pleases after it has served its purpose in the class room.

Incidentally this last point is an argument in favor of having the pupil pay for his own subscription, rather than that it should be provided out of school funds. The sense of ownership greatly heightens interest. A magazine supplied, like other texts, by the School Board too often seems just another lesson to be learned per force.

(2) **SIMPLICITY.** Particularly in the grades, the material presented in the current events text should be so written that its entire meaning can be easily grasped by immature minds. This will mean not only simplicity in wording and sen-

tence structure, but conciseness in each article, and the elimination of unnecessary details. The publications edited especially for school use can usually best qualify here because they are, or should be, written with this quality in mind. The magazines intended for general circulation naturally take for granted that their readers are already fairly familiar with current affairs and present their material accordingly.

(3) **INFORMATION CONTAINED.** It goes without saying that the current events text should be a comprehensive summary of the week's events. Yet it is surprising how many of the magazines used in upper classes confine themselves to comment on a few select topics without any attempt to "cover" the news. From such magazines pupils can hardly get any connected or comprehensive idea of what has been going on in the world. Comment, if free from prejudice, is valuable, but the principal function of the current text is as the reporter of events.

(4) **OBJECTIONABLE FEATURES.** Omission

of important news items is not the only sin of the magazines intended for general circulation. Some are more objectionable because of what they contain than because of what they omit. Scandal and sensation, which condemn the daily newspaper in the school room, are rarely found in the reading columns of the news magazine. Sometimes, however a magazine which seems to qualify as to material and price is rendered unusable for school work because of the quality of advertising it contains. Medical advertising, sex appeals, and the cheaper class of mail-order schemes render a publication highly undesirable for school use.

With all these points in mind, then, the teacher must select whichever publication appears best to fill the particular needs of the class to be taught. Weekly appearance, low cost, simplicity, a comprehensive story of the news, lack of prejudice or propaganda, freedom from objectionable features; these are some of the things most desirable.

Purchasing Power of Teachers' Salaries

From 1913 to 1923 (Report of Salary Committee of N. E. A.)

Year	Average salary of teachers in the U. S.	Index of cost of living	Purchasing power of average salary	Index of purchasing power of average salary
1	2	3	4	5
1913	\$ 515	100	515	100
1914	525	103	510	99
1915	543	105	517	100.4
1916	563	118	477	92.6
1917	599	142	422	81.9
1918	635	174	365	70.8
1919	736	199	370	71.8
1920	837	200	418	81.1
1921	987	174	567	110.1
1922	1,017	170	598	116.1
1923	1,020	172	593	115.1

Read the figures of this table as follows: The average salary of teachers between 1913 and 1920 increased from \$515 to \$837. It took 200 cents in 1920 to purchase what 100 cents bought in 1913 (col. 3). Therefore the 1920 salary had a purchasing power of \$418 (col. 4) on the 1913 basis. The purchasing power of the teachers' salary in 1920 was only 81 per cent of what it was in 1913.

OUR PUBLIC SCHOOLS THE NATION'S BULWARK.

By John F. Murray.

As one looks out over the world and sees sin rampant and apparently triumphant, and as history is a continued story about such conditions, one is constrained to ask, why was man created?

Was it to sin, to suffer and to sorrow? Surely not. Was it to be so fiercely lashed by the scorpion whip of poverty, to walk constantly in such deep shadows of despair that daily, hundreds of men and women commit suicide? God forbid.

Humanity must be reconstructed or perish. Now shall we go about this reconstruction?

The child is father to the man. As we rear our boys and girls to years of understanding, mentally and morally weak and vile or clean and capable, so will eventually become all human activities.

Would you abolish grafting in politics, profiteering in business, licentiousness and frivolity in society the place to do your work is at the cradles of the nation. As the twig is bent the tree inclines.

Our public schools form the greatest child developing institution the world has ever seen. They lay a guiding hand on the head of every child in the land and reach with their influence into every home in the nation. What a tremendous, far-reaching institution. Shall we not give it every possible consideration?

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